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ABSTRACT

GRADES OR AGES: Grades K-3. SUBJECT MATTER: Health Education (includes chapters covering the following: (a) health status; (b) nutrition; (c) sensory perception; (d) dental health; (e) disease prevention and control; (f) chemical substances; (g) personality development, sexuality, family life education, and death education; (h) environmental and public health; (i) consumer health; and (j) safety education). ORGANIZATION AND PHYSICAL APPEARANCE: Each chapter is broken down into an overview, list of objectives, list of major concepts, content outline, list of learning and evaluative activities, and list of resources. OBJECTIVES AND ACTIVITIES: Lists for both objectives and activities are included for each chapter. INSTRUCTIONAL MATERIALS: Listed for each chapter as resources. STUDENT ASSESSMENT: No provision indicated. OPTIONS: None listed. (PB)

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WHAT IN HEALTH ARE YOU DOING?!

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Cover Credits:

The theme of this Health Curriculum Guide Cover is growth. Health is physical, mental, emotional, social, and spiritual growth encompassing every phase of an individual's life. Health instruction, an expanded area of our school curriculum, is learning this growth and therefore helping to meet the needs of each student.

The cover for this guide was designed and drawn by Diane Carloni. Diane is a 1974 graduate of Homer Central High School. She has taken some art instruction as a student at Homer. Diane will attend S.U.N.Y. at Oswego in the fall.

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Cortland-Madison Board of Cooperative Educational Services

McEvoy Educational Center

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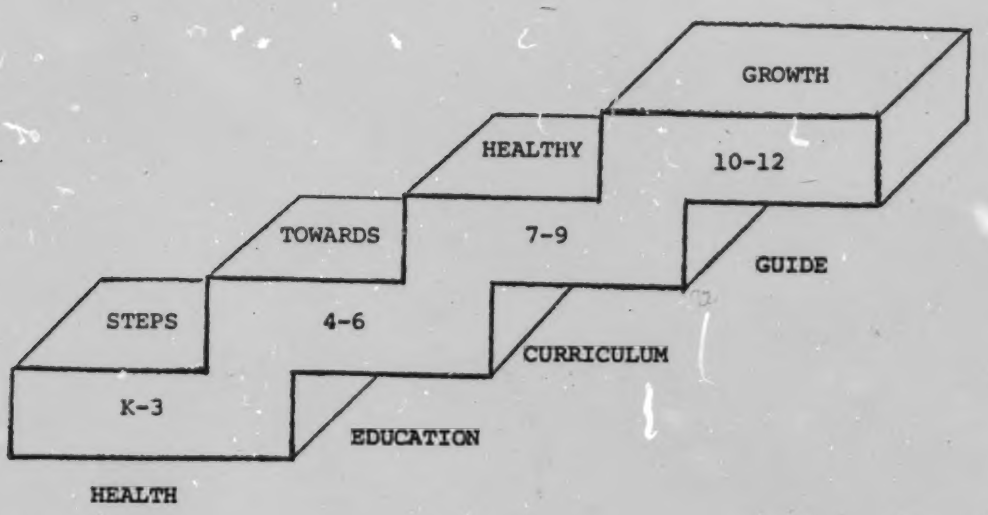
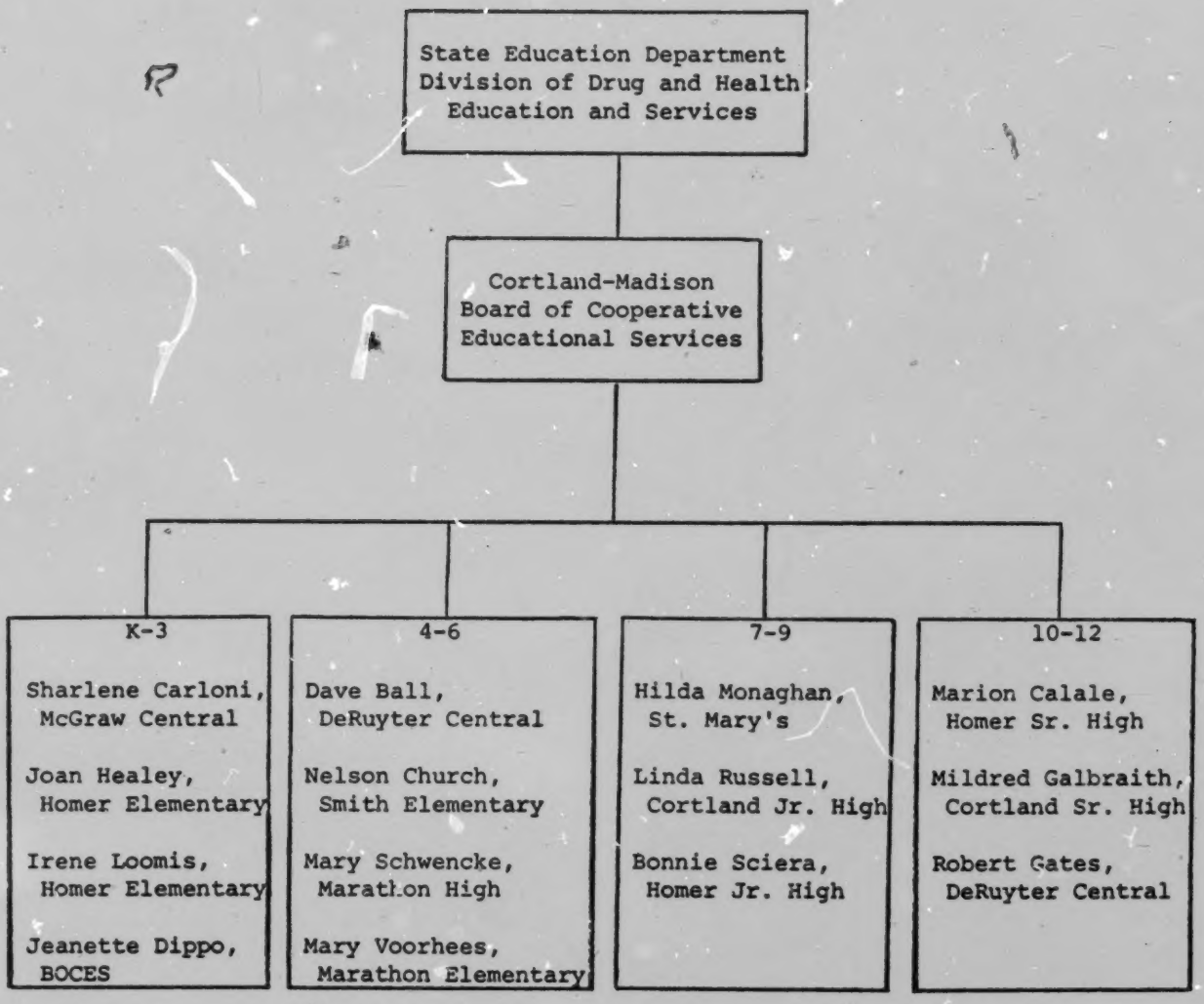


Grades K-3

SP009 296

First Edition
January 1975

Curriculum Development Committee



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BOCES Health Education Coordinator

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Cortland-Madison BOCES

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

McEVOY EDUCATIONAL CENTER
CLINTON AVENUE EXTENSION
CORTLAND, NEW YORK 13045

January 2, 1974

Dear Educators:

HEALTH
True or False

_____ Commercial medicines can be used safely if the dose and content are on the label.

_____ The use of "pep" pills or sleeping pills does not require medical supervision.

_____ Legislation guarantees the reliability of any advertised medicine.

_____ Toothpaste is effective in killing germs in the mouth and in preventing cavities.

_____ Fluoridation purifies water for drinking purposes.

_____ Food should never be stored in an opened can, even in a refrigerator.

In a nationwide survey, 70% of high school students endorsed the above statements. Yet all are false. This is an example of the serious misconceptions about health which cry out for modernized school health instruction. So concludes a study sponsored by the NEA, AMA, Office of Education, U.S. Public Health Service, and National Congress of Parents and Teachers.

We, in the schools of Cortland County, are fortunate to have for the past two years, a very dynamic program of Health and Drug Coordination. These Curriculum Guidelines which have been developed through this dynamic program of Health and Drug Coordination, will help to provide better Health Education in our County and thus help to eliminate the deficiency in health education as shown by the previous quiz.

We appreciate the cooperation and coordination that has taken place to make the Health Program within the Cortland County Schools the outstanding one that it now is.

Walter G. Franklin

Walter G. Franklin/jb
District Superintendent

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Forward

The end-product of the two-week summer curriculum construction workshop funded by the Division of Drug and Health Education and Services, SED and sponsored by the Cortland-Madison BOCES reflects the consorted efforts of many persons. The knowledge and expertise of the individual curriculum developers/writers are most worthy of recognition. Other published/printed materials served as foundations for the curriculum subsequently developed. Most notable among these are:

1. Health Education Guide: A Design for Teaching
   Morris Barrett, M. P.H.
   Health Education Associates, Ltd.
   Box 61
   Wynnewood, Pennsylvania 19096

2. School Health Education Study
   1201 16th Street, N.W.
   Washington, D.C. 20036

3. The Healthful Living Program
   Laidlaw Brothers
   River Forest, Illinois 60305

4. Health and Growth Series
   Scott, Foresman and Company
   Glenview, Illinois 60025

Individual New York State Strand Prototype recommendations and Computer-Based Resource Unit suggestions were prime considerations in placement of Behavioral Objectives, Concepts and Content materials.

Introduction

The specific goals of a health education program can be as many and varied as life itself. However, optimal health is dependent upon the interactions of knowledge, attitudes and behavior. The health education program should establish an approach to concepts, generalizations, understandings, facts, values and applications, basic skills, and decision-making processes which can serve as keys to good physical, mental, social, emotional, and spiritual well-being. All participants in the school health education program, including teachers and administrators as well as students, should be assisted in working towards:

1. Acquiring an understanding of his own physical, mental and social health.
2. Developing responsibility toward his own and community health.
3. Acquiring an understanding that the goals of good health result from individual practices and maintenance of those mental, physical, and social habits selected as desirable and good by society and the individual.
4. Acquiring an appreciation of the value of a healthful life.
5. Encouraging systematic development of individual human potential for health, growth and happiness.

There are certain elements necessary for success of a health education program that cannot be written into a curriculum guide. These essential elements come from within the individuals responsible for implementing and carrying out the program:

1. Commitment on the part of administrators and teaching staff to a belief in the value and potential of health education is most important.
2. In view of the definition of health in terms of its psychological physiological, sociological aspects, there needs to be, more than in any other curriculum area, a willingness to work together and lend support in setting up and maintaining a good school health education program - one which is prevention-oriented and clearly above and beyond the minimal requirements for drug and health education as delineated in the Rules of the Board of Regents and the Regulations of the Commissioner of Education.
3. It is possible to improve the classroom experiences of health education students through sincere desire by all directly involved to utilize to the greatest advantage appropriate resources (including those of a human nature) and/or other quality teaching aids, materials and devices which are made available.
4. Support for the concept of student participation and involvement in their own learning is a most meaningful part of a sound health education program. Provision should be made for a diversity of learning approaches including extension of learning into multi-community settings.

A Statement on Philosophy of the School Health Program

Health is an integral aspect of every phase of life. Without health man cannot function effectively in his society. Health can, therefore, be considered not only biological, but psychological and sociological well-being as well.

The School Health Program, which includes all functions and services designed to promote the optimum health in each child, is a flexible blueprint aimed at assisting students in developing into independent, responsible adults. It would seem that no one, be it student or adult, can be independent and responsible unless he is equipped with the health necessary to be so; health that is, in part, imparted by knowledge and understanding of the forces which work in his environment and control his physical and emotional well-being. It is for this reason that, with the guidance of State legislation and the local Board of Education, the School Health Program endeavors to supplement parental responsibility in this realm.

As a result of imparted knowledge, understandings, and good health habits and attitudes, we would hope to kindle, promote, and help each child achieve a state of physical, social, emotional, intellectual and spiritual well-being that would be conducive to such academic learning as the student was capable of acquiring. In short, we aim at helping the student to "become all he is capable of being." This is based on the assumption that health, not being an end in itself, is a means to an end ---- a happy, fruitful life.

The School Health Program itself consists of three main synthetic divisions which should exist in name only since their interworkings are essential to a successful program - Health Services, Healthful School Environment, and Health Instruction. The effective and flexible program must originate with the needs and interests of the individual. From this basis, it should continue to meet the needs of the family, community, nation, and the world...

Implementation of a School Health Program

Whatever the organizational plan, the only significant test of its worthwhileness is the effect which it brings to bear on the total educational program or the opportunity which it affords children to learn.

When the School Health Program is being established or adjusted, certain guidelines or basic principles, if adhered to, will help to insure its success. These are as follows:

1. Develop it gradually rather than superimposing it abruptly.
2. Though idealistic in its announced goals, it is realistic in its current performance.
3. It fosters continuous communication between all school staff members.
4. Special facilities are at its disposal.
5. It is interwoven with the instructional program.
6. It brings its services to every student, not just to those in distress.
7. It plays an important role in the school's public relations program.
8. It is constantly engaged in a process of self-examination.
9. It insures a balance in services it offers pupils.

Once the program is ready to be established, there are certain general fundamentals which should be considered in its administration:

1. There should be centralized control to assure efficient and effective functioning of the total program.
2. Adequate budgeting of finances to provide necessary salaries, supplies, and equipment should be carried out.
3. There needs to be proper coordination of various divisions, departments, and areas.
4. Selection of teachers and health specialists should be based on the best qualifications for the particular school and community.
5. Allotment of sufficient time in the school curriculum for the health program to function effectively is a necessity.
6. Definite assignment of duties and responsibilities to teachers, health specialists, and administrative assistants is a must.
7. Organization of a health teaching program should be on a school-wide basis.
8. Consideration of legal provisions, state and local laws, and requirements pertaining to and affecting the School Health Program should not be neglected.
9. Provisions should be made for assuring maintenance of the school plant and facilities in a sanitary and hygienic manner.
10. Special measures are necessary to recognize and provide for individual physical differences of students.
11. Methods and plans for safeguarding the health of teachers, as well as of students, should be an integral part of the plan.
12. There should be constant and thorough evaluation of the total School Health Program.

Curriculum Overview

The overall goal of this curriculum guide is to assist in developing individuals with the competency to function well in society and the ability to cope with the social, physical, emotional, intellectual, and spiritual dimensions of man. This goal seeks to aid in the discovery of self in relation to others in society and in the world and to implement the concept that decision-making is best where each individual has adequate information and experiences upon which to base his decisions. Decision-making is a cumulative process which results from a growing awareness of self and a growing awareness of the healthful alternatives which the health education process provides.

This guide is a vehicle for preventive education, acknowledging that a primary task of the school is development of positive self-concepts, helping students obtain control over their own lives, and maximizing their health potentialities. It offers a curriculum which helps each individual examine the meaning and value he desires health to have in his life and the life style he envisions necessary to implement his desires and values. It represents curriculum designed to fulfill personal needs and interests via being meaningful and relevant to students preparing to live healthful, productive and rewarding lives.

This rationale is based on concepts which provide for increasing levels of information and experiences related to physical, psychological, and social development as grade level increases. There is decreasing breadth, but greater concentration of information and experiences in various areas of health education as the educational and maturity levels increase providing a continuous and cumulative effect rather than a disjointed one.

Health Education should:

1. Represent a major part of a life-long educational process.
2. Exist for benefit of all students.
3. Represent a process that begins informally during pre-kindergarten years and continues throughout adulthood.
4. Involve total school/community efforts.
5. By its basic nature, revolve around developing a meaningful, satisfying and healthy life.

This particular guide represents one of the four levels of a planned, unified and comprehensive K-12 health education program designed to:

1. Meet the needs of all students.
2. Be sequential, building on developmental tasks at each level.
3. Be flexible in order to facilitate implementation on a county-wide basis.
4. Include behavioral objectives and learning experiences for assisting in the decision-making process.
5. Be easily updated, due to its format, via replacement of pages upon their obsolescence.

Each topical area or unit consists of five basic parts:

1. Overview and Objectives
2. Concepts
3. Content Outline
4. Learning and Evaluative Activities
5. Resources

The unit overview gives a brief orientation to the philosophy regarding the unit. The outline of behavioral objectives reflects the cognitive, affective and action-oriented domains. They signify specific ways students should be able to think, feel, and act after completion of the unit of study.

The concepts and supporting content outlines provide necessary background material for behavioral change. Coordinated with these are suggested resources and learning and evaluative activities from which student experiences may be selected in order to promote desired behavioral changes. The concepts, content outlines, resources, and activities should offer many concrete suggestions to individual teachers for adaption to varied and different teaching needs and situations. However, since there is never enough class time to learn everything about living healthfully, the ultimate decisions regarding specific content inclusion, exact scope and sequence of concepts, and particular student experiences are reserved for the individual classroom teacher.

The curriculum guide contained herein is specifically designed to be descriptive, adaptable and flexible in order to allow for variations in local situations, within particular school systems and communities, and among specific students. Content and process are closely interrelated in health education. Their interaction should lead to the development of responsible decision-making skills which help individuals to use and apply what is learned no matter how often knowledge may change. In essence, there is a need to strive toward conceptualization and internalization of learning rather than pure memorization and fragmentation.

It is with these thoughts in mind that it is reiterated that as much or as little of each of the components of a unit may be used by a teacher as deemed appropriate. This guide is to serve as a model from which individual schools/teachers can build, with the aid of their own students and their own health education programs, taking into consideration the specific needs and interests of their particular pupils and any unique circumstances.

HEALTH EDUCATION CURRICULUM

CONTENT OVERVIEW

K-3	4-6	7-9	10-12
Strand I Physical Health Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand I Physical Health Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand I Physical Health Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand I Physical Health Nutrition Disease Prevention and Control
Strand II Sociological Health Problems Chemical Substances	Strand II Sociological Health Problems Smoking and Health Alcohol Education Drug Education	Strand II Sociological Health Problems Smoking and Health Alcohol Education Use and Misuse of Chemical Substances	Strand II Sociological Health Problems Tobacco Alcohol Drugs
Strand III Mental Health Personality Development, Sexuality, Family Life Education, Death Education	Strand III Mental Health Personality Development Human Sexuality Family Life Education Heredity and Environment	Strand III Mental Health Identity and Human Sexuality	Strand III Mental Health Personality Development Family Life and Sexuality
Strand IV Environmental and Community Health Environmental and Public Health Consumer Health	Strand IV Environmental and Community Health Environmental and Public Health Consumer Health	Strand IV Environmental and Community Health Environmental Health Consumer Health	Strand IV Environmental and Community Health Environmental, Public and World Health Consumer Health
Strand V Education for Survival Safety Education	Strand V Education for Survival Safety, First Aid, and Survival Education	Strand V Education for Survival Safety First Aid	Strand V Education for Survival Safety, First Aid, Survival Education

HEALTH STATUS

OVERVIEW

Evidence is mounting that physically fit persons lead longer lives, have better performance records, and participate more fully in life than those who are unfit. Physical fitness may be defined as "a quality which enhances all other human qualities." Studies have shown that physically fit students miss fewer classes, participate in more activities and have fewer emotional problems than other students. Physical fitness is an essential quality for anyone desiring to make the most of himself and life.

The problem existing today is that ordinary tasks of daily living no longer provide enough vigorous exercise to develop and maintain good muscle tone or cardiovascular and respiratory fitness. Machines now supply the "muscle power" in homes, factories, and farms. They have all but eliminated the necessity for walking and climbing stairs, and one of them - the television set - holds our school children in captive idleness for approximately 21 hours a week. Although today's youth are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies.

The school health education program can provide knowledge and understanding of basic health principles in order to develop desirable health attitudes and behavior for the promotion of physical fitness. Thus, each individual should learn to enjoy taking part in vigorous exercise appropriate to age and general ability.

OBJECTIVES

Suggested Pupil Outcomes:

1. Cite the effects and benefits of physical exercise and activities.
2. Evaluate one's own growth and development and develop an understanding of the need for body fitness.
3. Relate that health is a quality of life that can be appraised and measured.
4. Familiarize oneself with members of the school health team and their role in the total school program.
5. Identify the role of "community helpers" in preventing health problems and enhancing health status.

6. Correlate the interrelatedness of the physical, mental, emotional, and social aspects of the individual's health.

7. Define ways that will motivate the individual to practice wholesome habits of personal health.

8. Determine the importance of personal cleanliness.

9. Explain how body types and other factors determine differences in height and weight.

MAJOR CONCEPTS

1. Physical fitness is an essential quality for anyone desiring to make the most of himself and his life.

2. Exercise and play contribute to personal happiness, growth, strength, relief of fatigue, and making friends.

3. Suitable conditions are necessary for play activity.

4. There are suitable times for exercise and play.

5. Daily exercise strengthens and increases the effectiveness of the body and its organs.

6. Sleep, rest, and proper food are important for tomorrow's exercise and play.

7. Good sportsmanship adds to the enjoyment of play activities.

8. Moderate exercise is recommended after illness and for the physically handicapped.

9. Teachers, nurses, doctors, and other members of the school health team work together to help keep children healthy.

10. Each person has a responsibility for his/her own personal care.

CONTENT OUTLINE

I. Our Health Can Be Measured
   - A. Each person is different
   - B. Health appraisals are part of our school program
     1. Medical check-over
     2. Seeing and hearing
     3. Teeth and gums
     4. How tall and how small

II. The School Has Its Team
   - A. The teacher and the everyday classroom
   - B. The school nurse-teacher and health status
   - C. The doctor and his visits to school
   - D. The dental health teacher and oral health
   - E. The school psychologist and mental and emotional development
   - F. The physical education teacher and physical fitness
   - G. The speech teacher and communication
   - H. The guidance counselor and direction

III. Getting Familar with the Community Health Team
   - A. Family doctor
   - B. Dentist
   - C. Public health nurse
   - D. Social Service worker

IV. How to Keep Yourself Well
   - A. Physical exercise and activity
   - B. Clean body and clothes
   - C. Clean, neat and safe surroundings
   - D. Posture and carriage
   - E. Being friendly and helpful
   - F. Time for sleep, rest, relaxation, and play

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss how underdeveloped muscles may cause poor posture (abdominal and back muscles).
2. Discuss how poor posture may be corrected.
3. Bring in and display pictures of your favorite sport or sport hero. Discuss this activity or personality with class.
4. Discuss the opportunities made available for play at school and at home.
5. Survey the class concerning the number of hours that are used for physical activity in a day. Make a list of the variety of activities involved.
6. Pupil appraisal of recess play areas (safety, cleanliness).
7. Discuss the reason for playing outside when possible.
8. Dramatize and illustrate safe and unsafe forms of play activities.
9. Explain why some pupils can play and work without getting tired very quickly.
10. Activity: Perform strength building exercises and stunts.
11. Discuss the reasons for some members of the class being stronger than others.
12. Have the physical education teacher explain the importance and need for play and exercise in maintaining and developing physical fitness.
13. Examine sport pictures and relate the contribution of each activity to physical fitness.
14. Have pupils construct a chart showing the nature and the time spent participating in physical activities for a seven day period. Evaluate.
15. Give examples of good sportsmanship in play activities.
16. Dramatize and discuss good sportsmanship.
17. Discuss the need for teamwork and cooperation in games.
18. Explain the reasons for moderated exercise and play for the handicapped.
19. Give examples of moderated exercise and play.
20. Dramatize what happens when pupils do not get enough sleep.
21. Discuss relaxing activities that should be engaged in before going to bed.
22. Explain why rest is important and needed at certain times.

23. Demonstrate a variety of exercises or activities that can help one to relax.

24. Discuss the benefits of regular exercise and play.

25. Write about favorite ways to exercise,

26. Class activity: Mimetic activities, low organized games, and contests at recess and in physical education class. Relate values of these activities to fitness.

27. Discuss the kinds of outdoor activities participated in at school and at home and what they contribute to health.

28. Construct figures with pipe cleaners or clay demonstrating various physical activities.

29. Discuss: "Exercise can be fun".

30. Art activity: Children can draw pictures of a member of the school health team and then tell a story about what the person is doing.

31. Discussion of proper procedure for washing hands and face. Demonstrate and practice individually.

32. Discussion of proper procedure for use of tissue or handkerchief.

33. Have children keep a chart of their weight and height.

34. Have school nurse-teacher visit class for a preparatory talk before physical appraisals, weighing and measuring, vision and hearing testing.

35. Have dental hygiene teacher come to class for preparatory talk before dental appraisal.

36. Pantomine: preparation for school, washing face and hands, combing hair, and putting on clothes.

37. Have children fold piece of paper into 6 squares; have them use each square for the following:
    square 1 - write title, "The Way We Grow"
    square 2 - draw something to remind of height
    square 3 - draw something to remind of weight
    square 4 - draw self to remind of growth and physical abilities
    square 5 - draw self to remind of growth in mental abilities
    square 6 - draw self to remind of growth in social responsibility

38. "Health Interest Corner": have children contribute such things as soap, toothpaste, hairbrush, nail file. Demonstrate how each item is used.

39. Assemble a human body by cutting out pattern of separate parts, then assembling them with brads; dramatize movements of body parts on finished figures.

40. Charades game: One child acts out a good grooming activity while others guess what he is doing.

41. Oil one sheet of paper and sprinkle dirt and dust on it. Sprinkle dirt on a clean sheet of paper also. Relate it to skin cleansing.

42. Puppet play of a child who argues with his parents not to go to bed. Older sibling comes in to explain benefits of sleep.

43. Play records for certain movements.

44. Have child help in maintaining an appraisal of health status checklist.

Positive Signs

1. a strong well-built skeleton
2. sound well-formed teeth
3. erect posture
4. healthy color to skin
5. well-developed muscles
6. a moderate padding of fat
7. eyes bright and clear
8. facial expression alert and happy
9. hair smooth, glossy and luxuriant
10. child reports sound and refreshing sleep
11. child reports good appetite, good digestion, and regular elimination
12. mucous membranes of mouth and eyes are reddish pink
13. fingernails and ears are a reddish pink as seen under light

45. Have children discuss following poem:

They call me little Sleepy Head.
I yawn at work, I yawn at play.
I yawn and yawn and yawn all day.
Then take my sleepy yawns to bed.
That's why they call me Sleepy Head.

RESOURCES

Books:

Daily Sensorimotor Training Activities, William T. Bradley, M.Ed.; Geraldine Konicki, Catherine Leedy; Educational Activities Inc., Freeport, Long Island, New York $4.95 - also available at SUCC bookstore

The True Book of Health, Olive V. Haynes, R.N.; Children's Press, Chicago, Illinois, 1954, 612
H

The True Book of Your Body and You, Alice Hinshaw; Children's Press, Chicago, Illinois, 1959, 613
H

What Is a Human, Melvin L. Alexenberg; Benefic Press, Chicago, Illinois, 1964, 612
A

Your Wonderful Body, Robert Follett; Follett Publishing Company, Chicago, Illinois, 1961, 611
F

Films:

Alexander Learns Good Health, BOCES #831-8, 11 minutes

A Look at You: The Body, BOCES #831-242, 8 minutes

A Look at You: Health, BOCES #831-245, 13 minutes

A Look at You: Muscles, BOCES #831-243, 8 minutes

Beginning Good Posture Habits, BOCES #841-3, black and white, 11 minutes

Be Healthy, Be Happy, BOCES #831-189, 11 minutes

Busy Bodies, BOCES #831-311, 10 minutes

Clean and Bright, BOCES #831-312, 10 minutes

Let's Be Clean and Neat, BOCES #831-74, 11 minutes

Running for Sheriff, BOCES #831-211, 12 minutes

Sleepy Heads, BOCES #831-314, 10 minutes

NUTRITION

OVERVIEW

As a nation we eat well, but maintenance of adequate nutrition is a major health problem because as individuals we do not! Without a definite program of nutrition education started at the beginning of their school life, children are apt to confine their food choices to favorite foods. Likewise, children cannot project benefits into the future and often lack concern or appreciation for what the future will bring if they fail to eat properly now. Nutrition education should be stressed to boys as well as girls. The changing status of the family with working mothers and parental sharing of household responsibilities indicates a necessity for everyone who has influence on children's eating habits to be aware of the implications of good eating patterns. The emphasis and practice of eating and choosing the right foods must be learned and learned early.

The school's major nutritional concern is in the promotion of sound dietary habits. The challenge is to break the traditional boredom of memorizing nutrients and food groups and move in the field of stimulating nutritionally-grounded experiences. Eating wisely is essential for a happy and healthy life!

OBJECTIVES

Suggested Pupil Outcomes:

1. Demonstrate a knowledge of the relationship of good nutrition, adequate sleep and physical activity to the body's growth and development.

2. Discover and evaluate how behavior while eating can influence body processes in both a negative and positive manner.

3. Demonstrate a knowledge of the basic principles of meal planning.

4. List and describe methods for handling and preserving foods. Demonstrate their application to consumer use.

5. Examine and evaluate the problems of obesity at various age levels.

MAJOR CONCEPTS

1. Optimal growth is dependent on personal health practices and wise decisions.
2. A variety of food assures good nutrition.
3. Food is used for many reasons and food intake and output is basic to the development of a sound body.
4. Growing regularly is a sign of health.
5. Food is good.
6. All living things need food in order to grow.
7. Some foods may be better for the body than others.
8. Many kinds of food are available from which to select an adequate diet.
9. Certain behavior while eating is important to enjoying and getting the most out of your meals.
10. Keeping food clean is important.
11. Food is kept safe to eat by improved processing methods.
12. Our senses of taste and smell affect our selection of food.
13. Dietary practices are affected by tradition, culture, and ethnic background.
14. Different foods come from a variety of places.
15. The packaging and preservation of food is important to keep them healthful.

CONTENT OUTLINE

I. What is Food?
   A. Need for water and food
   B. How food affects how we feel
   C. Different kinds of foods
   D. Where different foods come from
   E. How traditions, culture and ethnic background affect selection of foods

II. Food is Used for Pleasure
   A. Favorite foods
   B. Food as a part of pleasurable (happy) situations

III. Food is Used for (Doing Things) Energy
   A. Fuel in order for our bodies to move
   B. Heat production to keep our bodies warm
   C. Needed constantly to replace that consumed

IV. Food is Used for Building
   A. Needed for growth
   B. Growth is at different rates
   C. Cells (building blocks of the body) need food in order to grow, repair or replace themselves

V. People Eat Many Different Kinds of Food
   A. Different ways of eating different kinds of foods in different parts of the world
   B. Choosing what to eat from what is available to us
   C. Eating a variety of different foods
   D. How our senses affect our selection of foods

VI. Importance of Keeping Food Clean
   A. Necessity for handwashing
   B. Using clean eating utensils
   C. Washing raw fruits and vegetables prior to eating
   D. Not sharing same piece of food with other people or pets
   E. Necessity for refrigeration, freezing and improved processing of food

LEARNING AND EVALUATIVE ACTIVITIES

1. Observe growth of seeds and plants in soil; use soil with insufficient nutrients, adequate nutrients and too many nutrients.

2. Place grass seed in a sponge and add water.

3. Make a trip to the farm, pet store or zoo; ask farmer, store or zoo manager about foods the animals eat.

4. Discuss what makes us hungry.

5. Draw pictures of where people eat; home, school, picnics, parties.

6. Discuss the growth of new cells. Observe how a cut or injury heals.

7. Look at onion cells under a microscope. Relate to our body cells. Use charts to show how cells divide.

8. Keep height and weight charts for individual comparison at 3 month intervals.

9. Bring in clothes from last year to try on.

10. Keep charts of self-testing physical activities (jumping, throwing, etc.) to measure individual progress.

11. Dramatize good posture.

12. Make cut-out figures to show good and poor posture.

13. Practice good posture in games, marching and other activities.

14. Observe eating habits of pets; note differences between large and small animals, if any.

15. Compare your food intake with infant or toddler brother or sister.

16. Discuss why one child may eat more than another (first grader, teacher, etc.).

17. Discuss: Bears need to eat when they hiberate; we work better if we eat breakfast; babies are less chubby after they learn to crawl and walk; we are not hungry when we are sick; we are very hungry when we get well.

18. Practice going to the lunchroom for lunch.

19. Elect a host or hostess for the tables at lunchtime. Discuss their responsibilities.

20. Discuss lunches or lunch menus:
    What foods did they eat today that the cow gave?
    Did they have any foods that grew underground?
    Did they have any foods that grew on a tree, on a vine?

21. Construct a food train made from cartons composed of an engine and four cars. Each car should be designated as one of the basic four food groups. Make models of wide variety of foods and place in appropriate car.

22. Have tasting parties with simple party foods: peanut butter confections, no-bake cookies, fruit jello, etc. Make place mats and decorate tables. Form committees to carry out your party (setting up, serving, clean-up, etc.).

23. Make giant paintings of fruits and vegetables on large paper or cloth sacks. Put holes for arms and heads. Use in play or skit to tell class what is liked about each food (or where it came from, when we use it, etc.).

24. Visit a fruit and vegetable stand, meat market, bakery, or dairy store. Follow-up the visit with some of the following evaluative experiences:
    Make a chart depicting the vegetables that: grow above the ground; grow below the ground; that have leaves; are red, yellow, white, etc.
    Develop a bulletin board of fruits that grow on bushes, vines, trees.
    Visit the lunchroom to ask about the different types of bread that are baked for school lunches: corn bread, muffins, baking powder biscuits, yeast rolls, sweet rolls, etc.
    Make a chart depicting foods which come from animal and poultry sources.
    Make a chart of fruits and vegetables available in your community. Check those you have learned to eat this year.

25. Have a play store using stand-up pictures. Shop for foods (or stock with empty cans and boxes.

26. Make a "good foods" booklet. Show a variety of foods from the basic four food groups.

27. Make a food chart showing balanced meals from the basic four groups.

28. Make simple food mobiles from construction paper.

29. Collect samples of cereal grains in plastic bags to display on bulletin board.

30. Discuss: Foods good for snacks.

31. Display pictures of the "pleasure foods" and tell when they should be eaten.

32. Show that some foods have more of one nutrient than other foods. Discuss why it is important for us to eat many types of foods.

33. Discuss the place of candy and sweet foods in the diet.

34. Visit a dairy to see how milk is pasteurized.

35. Write and illustrate poems or riddles about non-nutritional foods.

36. Discuss how food turns into energy in our bodies. Develop a chart to show how our body needs and uses energy.

37. Make a chart showing the many forms milk can take (ice cream, cottage cheese, etc.).

38. Discuss preparation for meals (washing hands, cooling-off from play activities).

39. Demonstrate proper use of napkin at table. Discuss small bites, eating slowly, elbows on table, cheerful conversation, use of untensils.

40. Draw up list of good eating habits for bulletin board display.

41. Rub cotton on the floor, desks, etc. Examine and discuss eating food dropped on the floor.

42. Show how excitement and rushing relates to nutrition.

43. Observe recess habits of other children and discuss.

44. Make a chart of United Nations countries. Illustrate special foods of each. Show the foods served in the school lunchroom which are related to other countries.
    Bean dishes - Mexico
    Rice - China
    Spaghetti - Italy, etc.

45. Discuss traditional holiday foods (at home and in other countries). Make cranberry sauce for Thanksgiving, chocolate Easter eggs, etc.

46. Do some eating, smelling, tasting, cooking experiments with children to explore new possibilities in food.

47. Make butter, bread, jello, applesauce in the classroom.

48. Serve a good breakfast in the classroom.

49. Make your own placemats for breakfast in art class.

50. Give each child a paper plate and a magazine. Cut out pictures for a good lunch, breakfast or dinner, paste on plate, add placemat, plastic silver and beverage for an attractive poster.

51. Explain why water may have decidedly different tastes.

52. Discuss how to tell whether drinking water is safe.

53. Display the different ways you can buy food at the store. (Students may bring in empty cans, jars, boxes, etc.)

54. Experiment with bread to determine the need for keeping it wrapped. Put one slice in waxed paper and leave one slice exposed to air for 24 hours.

55. Locate on a map places where fruits and vegetables are grown. Show what methods are used to transport these items to our local food markets.

56. Discuss the nutritional value of raw and cooked vegetables. Why do we cook foods? Cook foods varying lengths of time and observe both the food and the water each time.

57. Plan with the school dietitian to have your class make one or more short visits to observe how foods are prepared. Follow-up with a group discussion of what the children saw.

58. Collect food labels; discuss what the label tells about food that is inside the container. (Weight, additives, artificial coloring.)

59. Visit the following and study the role each has to play in providing safe food to eat:
    - Meat packing company
    - Water treatment plant
    - Canning factory
    - Bakery

60. Visit a store. Ask the grocer about government inspection. Have the store keeper tell and show how the food he sells is kept safe for people to use.

RESOURCES

Pamphlets:

Jane and Jimmy Learn About Fresh Fruits and Vegetables, United Fresh Fruit and Vegetable Association, Educational Materials, 777 Fourteenth St., N.W., Washington, D.C. 20005

Hey Kids! Get Aboard the Good Ship Vitamin C, Florida Citrus Commission, Institutional and School Marketing Department, P.O. Box 148, Lakeland, Florida 33802. Also spirit deplicator masters of The Orange Clock, Monthly Calendar, Word Picture Story, and Four Seasons

Films:

Adventure in Learning - Wheat, BOCES #842-2, black and white, 20 minutes

Big Dinner Table, BOCES #831-236, 11 minutes

Food for Fun, BOCES #831-313, 10 minutes

Food: Story of a Peanut Butter Sandwich, BOCES #832-118, 15 minutes

Good Eating Habits, BOCES #831-369, 11 minutes

Where Does Our Food Come From, BOCES #831-27, 11 minutes

Game:

Astronaut Breakfast Game, Kellogg Company, Home Economics Service, Battle Creek, Michigan 49016, (Request must state number of students in class)

Kits:

Apples and Health Poster and Good for Me and My Apple, teaching units, National Apple Institute, Suite 410, 2000 P. Street, N.W., Washington, D.C. 20036

Story of a Loaf of Bread, teaching unit for primary grades, Continental Baking Company, Home Economics Department, P.O. Box 731, Rye, N.Y. 10580

Posters:

American Institute of Baking, 400 East Ontario Street, Chicago, Illinois
Foodway to Follow
The Pack-It Meal

Dairy Council of California, 1095 Market Street, San Francisco, California
Child Feeding Posters
The Four Food Groups
My Lunch for a Happy School Day
We All Like Milk
What We Do Day By Day

Puzzle:

Floor Puzzle: Breakfast, 36" x 24", sturdy puzzle, Trend Enterprises, Box 3073, St. Paul, Minnesota 55165, $10.20

SENSORY PERCEPTION

OVERVIEW

Our senses play a vital role in our communications with the world around us. Learning what our senses mean to us at an early age will enable one to protect these vital organs and enjoy the sensations they transmit. Youngsters will enjoy the challenge of naming and figuring out how the sense organs, such as the eyes and ears, can help us. Provisions can be made for various sensory experiences such as listening, touching, smelling, and tasting.

OBJECTIVES

Suggested Pupil Outcomes:

1. Identify what our senses are and what they do for us.
2. Demonstrate proper care of the eyes and ears.
3. Cooperate in vision and hearing tests.
4. Demonstrate a willingness to wear glasses or any other aid if needed.
5. Show consideration of others who wear special aids or glasses.
6. Abide by safety rules for protecting eyes and ears from injury and infection.
   - Avoid placing fingers or other objects in eyes and ears.
   - Refrain from throwing objects that might injure eyes and ears.
   - Avoid looking directly at sun or other bright light.
   - Read or view TV in appropriate light.

MAJOR CONCEPTS

1. The eyes and ears are two of the "sensing" mechanisms of man.
2. Most of our learning about the world around us is gained through our eyes and ears.
3. Healthy eyes and ears are important to our overall well-being and learning ability.
4. The eyes are protected naturally by the bones of the skull, the eyelids and eyelashes, and by tears.
5. The hearing apparatus is protected, basically, by the skull and outer ear parts.
6. Sharp or pointed objects, in particular, may injure delicate body parts such as eyes and ears.
7. Proper medical care of colds and other illnesses can prove helpful in maintaining healthy eyes and ears.
8. Blowing the nose properly will reduce the risk of damaging the middle and inner ear.
9. Screening tests provide a means of detecting vision and hearing difficulties.
10. Proper lighting and viewing position can do much to avoid undue eyestrain.
11. Small particles of foreign material which sometimes lodge beneath the eyelids require special attention and children should seek help from an adult in removing them.
12. We sense the four main tastes - bitter, salty, sweet and sour - on different parts of the tongue.
13. Special nerve endings in the skin send messages to the brain so it can interpret what we are touching.
14. Our nose helps us to smell as we breathe in air.

CONTENT OUTLINE

I. Sensing the World Around Us
   A. Brain gives meaning to senses through the nervous system
   B. Uses of the senses
   C. How the senses work together

II. A World to Know
   A. Our eyes and seeing
   B. Our ears and listening
   C. Our skin and touching
   D. Our nose and smelling
   E. Our tongue and tasting

III. Another Sense - Responsibility
   A. Safety and protection of our senses
   B. Care of the eyes and ears
   C. Participation in screening procedures

LEARNING AND EVALUATIVE ACTIVITIES

1. Make a bulletin board on the five senses. Teacher provides name and picture of part of body (eye, ear, nose, etc.). Child provides pictures of something to see, hear, etc.

2. Dramatize situation of a family viewing TV; (seating, lighting, length of time, distance, etc.).

3. Touching game: (Objects with different textures and feels are presented to blindfolded child who guesses what he has touched.) Other versions of the above include the: Smelling game, Hearing game, Seeing game, and Tasting game.

4. Play "Blind Man's Bluff" and "Pin the Tail on the Donkey".

5. Demonstrate how vision and hearing tests are given. Possibly have school nurse-teacher demonstrate the "E" game.

6. Make pictures for bulletin board, "Your Eyes: Some Do's and Don'ts" or "Your Ears: Some Do's and Don'ts".

7. Play game "Sharp Eyes": Have children make a circle standing close to each other, with hands behind their backs. One child is in the center of the circle; he is the dog. Some child has the dog's bone (any object) and he passes it quickly to child next to him. Keep passing the bone on. At some time, the bone may be passed the opposite way. Those in circle may only make motion of receiving bone to further confuse dog. Dog must have sharp eyes to find who has the bone. When he thinks he knows he may have 2 guesses. If he guesses right, he may still be the dog - otherwise child with bone becomes the dog.

8. Play game "Who Called?": Children form a circle and one child stands with his back to circle about 15-20 feet away. One child in center of circle points to another child to call the name of the child who is away. As soon as child recognizes caller, he says, "It is _____." He has 3 chances. If he fails, he changes place with caller. If he is correct, he changes places with person in the center.

9. Discuss day and night visions. Send one child into dark closet for a few minutes and upon return let other children look into his eyes to see dilatation of pupils.

10. Play "What Can You See in 1 Minute".

11. Illustrate sound waves by plucking a tightly stretched wire or striking a tightly stretched membrane (drum) to vibrate it. Listen to a watch tick. (Different types of sounds.) Put a rubber band around a box and pull it to show how sound waves start.

12. Walk quietly through the hall and return to the classroom. Have the children make a list of the sounds they heard.

13. Collage of pictures depicting the five senses.

14. Have children tape-record their voices.

15. Demonstration of locations of the sense organs.

16. Have children draw pictures of people who have different devices to help them live a better life; hearing aids, glasses.

17. Observe children at play and on the street. Note safety habits.

18. Poems to discuss:

"Sounds"

I like the sounds of many things -
Of tinkling streams, a bird that sings,
Of falling raindrops, buzzing bees,
Of crunching snow, and wind in trees.

I like the sound of happy play,
Of echoes soft and far away,
Of music gay or sweet and slow,
Of trains and cars that swiftly go.

But there is one sound nicer far,
To me than all these others are,
I like the sound September brings,
When once again the school bell rings.

"Smells"

The world is full of wonderful smells
And you have a nose that always tells
Of bread in the oven, hot and nice,
Of cake being baked with lots of spice,
Of a barn with fresh cut hay in the mows,
Of horses and pigs and cats and cows,
Of a dog when he's warm and lies in the sun,
Of applesauce and chocolate and a sugar bun.
Wouldn't it be dreadful if you'd no nose to tell
Of every wonderful, wonderful smell?

"Wonders of Seeing"

When I lie flat upon the grass and put my face close down,
I see so many, many things, all colors, green and brown,
And red and black, so many things that go round and round,
And here and there and slow and fast along the ground,
Forewards and backwards and not fast at all,
Just a creepy, creepy crawl.
There's always something moving
So I'm never bored at all.

RESOURCES

Books:

About Four Seasons and Five Senses, Shaw Radlauer; Melmont Publishers, Inc., Chicago, Illinois, 1960, 811
R

Find Out By Touching, Paul Showers; Thomas Y. Crowell Company, New York, 1961, 152
S

How We Talk; The Story of Speech, Marilyn Brottman Bennett and Sylvia Sanders; Medical Books for Young Children; Lerner Publications Company, Minneapolis, Minnesota, 1966, 612
B

The Listening Walk, Paul Showers; Thomas Y. Crowell Company, New York, 1961, 152
S

My Five Senses, Aliki; Thomas Y. Crowell Company, New York, 1962, 612
A

The True Book of Sounds We Hear, Illa Podendorf; Children's Press, Chicago, Illinois, 1955, 534
P

Films:

A Look at You, BOCES #831-244, 13 minutes

Eye Care Fantasy, BOCES (video cassette), 8 minutes

Hailstones and Halibut Bones I, BOCES #831-327, 6 minutes

Hailstones and Halibut Bones II, BOCES #831-328, 7 minutes

Listening, BOCES #832-97, 14 minutes

Thousand Eyes, A, BOCES #831-315, 10 minutes

Ways to Find Out, BOCES #831-310, 11 minutes

DENTAL HEALTH

OVERVIEW

Are good teeth really important to appearance and health? Watch people when they smile...or look into the mirror. The lack of understanding and appreciation for good dental health on the part of the parents and children often results in the neglect of early and regular dental care. Many other factors, among them frequent and excessive consumption of sweets, failure to practice good oral hygiene habits, fear of dental treatment and failure to include funds for dental care in the family budget have all contributed to one of the most common of all diseases affecting the American people - tooth decay and dental disorders.

Foundations for oral health are established in early childhood or even before. As children get older, one of the many things they have to learn is how to take care of their teeth. Nowhere is the imprint of childhood experience more legible than it is in dental health. Nowhere is practical, informed, parental guidance and example likely to produce a more lasting and measurable benefit than in the early establishment of an intelligent dental health regimen. Indeed, the child's dental history begins to be written even before birth, not only by hereditary factors, but by intentional action, such as the mother's choice of diet.

Therefore, even before a child is born certain factors are forming the basis for sound health - general and dental. People are not, however, "just born with good teeth." Oral health, like general health, begins at home and the critical foundations laid in early youth contribute greatly to the state of total health in the succeeding ages of man. The child continues to grow and certain oral health "obstacles" most likely have also visibly developed depending on the foundations for health built earlier. The predominant oral health "obstacles" occurring in the school-age child is tooth decay.

Effective oral hygiene practices are most certainly a daily "do-it-yourself" job and not only help to improve appearance, maintain healthy gums, prevent bacterial plaque and stains from forming on the teeth, but also maintain a clean mouth free from deposits contributing to a feeling of well-being.

Dental surveys reveal startling facts about the large percentage of people involved with dental caries, inflammation of the gums, irregular alignment of teeth and extracted teeth. Through education, a great number of these dental ills can be prevented or controlled. This unit will deal with the educational phase of the program as it pertains to the child and his parents. Because dental health is known to affect the general health, appearance and social adjustment of an individual throughout his lifetime, the school can be a valuable assest in helping to control dental disease, correcting defects and establishing good oral hygiene habits.

OBJECTIVES

Suggested Pupil Outcomes:

1. Develop favorable attitudes toward caring for the mouth and teeth reflected in habitually practicing good dental hygiene.

2. Describe the relationship of dental health to general health and appearance.

3. Identify tooth structure and function to better understand the value of good dental care.

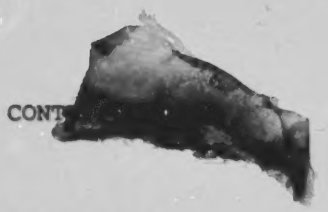
4. Practice preventative procedures for dental health including visiting the dentist, good oral care, and eating proper foods.

5. Demonstrate proper toothbrushing techniques.

6. Identify habits that adversely affect dental health.

MAJOR CONCEPTS

1. Observance of good dental health practices, including personal care, professional care, proper diet and oral habits, is most important to good oral health.
2. Teeth are important to us for many reasons.
3. Different shapes indicate the different jobs the teeth do.
4. The number of teeth we have changes as we grow.
5. Daily care is important to dental health.
6. Foods left between our teeth cause decay and the formation of cavities.
7. Teeth can be affected by the foods we eat.
8. The process of tooth decay can be affected by proper diet and care.
9. Regular visits to a dentist can help maintain healthy teeth.
10. Many dental accidents can be prevented by safe practices.



I. How Our Teeth Are Important to Us
   A. Appearance
   B. Structure and growth of the tooth
   C. Grinding, cutting, tearing, and crushing
   D. Primary and permanent teeth

II. Taking Care of Our Teeth
   A. Cavities are caused by improper care
      1. What are cavities?
      2. Fluoride application and/or addition to water supplies
      3. Flossing can be helpful
      4. Swish and swallow
   B. Brushing
      1. Types of toothbrushes
      2. Care of the brush
      3. Toothpaste and toothpowder
      4. How to brush
   C. Chewing on foreign objects
   D. Thumb sucking, lip and tongue biting

III. Our Diet is Important for Healthy Teeth and Gums
   A. Foods for sound teeth
   B. Foods that cause tooth decay
   C. Foods that help reduce and control decay

IV. Individuals Who Are Important in Dental Health
   A. Dentist
   B. Dental Hygienist
   C. Orthodontist
   D. You

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss use of teeth for eating, speech and appearance.

2. Compare the teeth with other cutting and grinding machines.

3. Display a collection of magazine pictures about dental health on bulletin board or arrange the room with pictures, models and objects pertaining to various aspects of dental health. (Dental tools, animal teeth, human teeth, tooth models - healthy and decayed, toothbrushes, etc.)

4. Have class members collect pictures of people smiling. Illustrate how some of these people would look with missing teeth by blackening a few of the teeth.

5. Draw, color and possibly animate different teeth as well as different parts of teeth.

6. Draw pictures showing tooth form and inner structure (cross-section).

7. Make a bulletin board display illustrating types of teeth and their functions. (Cut, tear, crush, grind.)

8. Display and discuss magazine pictures brought by children showing good and bad foods for teeth using a "Happy and Sad Tooth" chart.

9. To show that acid will weaken substances containing calcium (such as tooth enamel) place a whole egg in a bowl of vinegar (acetic acid) for about 24 hours. The egg shell should become soft as the vinegar decalcifies the shell.

10. Have child prepare lists of good dental snack-time foods.

11. Demonstrate ways of cleaning teeth when a brush isn't available (swish and swallow, etc.).

12. Have each child eat a cracker and with his tongue feel the coating of food on the teeth. Then have each students eat a piece of carrot, celery or apple and note how much cleaner the teeth feel. Discuss the value certain foods such as apples, celery, carrots, and oranges as tooth cleaners. (Nature's toothbrushes.)

13. Make a table display called "using the right tools", have some things on which children should not use their teeth (bottle caps, nuts, etc.). Beside each one place a tool or picture of a tool that should be used.

14. Display pencils, unshelled nuts, buttons and other hard objects and discuss the dangers to teeth when these items are bitten or chewed.

15. Have children prepare a daily brushing chart to be taken home and hung in the bathroom to record when their teeth have been brushed or rinsed. Use different symbols for brushing and rinsing. Evaluate.

16. Demonstrate with large set of teeth and toothbrush the proper way to brush teeth, including use and care of the toothbrush. Teacher should demonstrate brushing by:
    Using a large model brush and model of teeth, if available.
    Bringing own toothbrush and demonstrating - time, all teeth, and ways of brushing.
    Having each child bring his or her own brush and practice brushing properly - time, surfaces, of all teeth.

17. Demonstrate flossing.

18. Distribute toothbrushes and small tubes of toothpaste for all children to take home and use. (Often available free from major manufacturers.)

19. Make toothpowder in class. Students mix the following ingredients in the proportions indicated: 1 teaspoon salt, 2-3 teaspoons baking soda, and a drop or two of oil of peppermint, wintergreen or cinnamon. Have pupils take some home to use when brushing teeth.

20. Discuss the loss of primary teeth (deciduous) as a normal process unless there is tooth decay or an accident.

21. Have children share the experience of losing a tooth.

22. Discuss a new baby and the fact it has no teeth.

23. Have each pupil draw a set of baby teeth and a set of permanent teeth. Place an x over the baby teeth that have been lost. Circle the permanent teeth that are in. Combine drawings into a scrapbook that could be used during the year. (Use a ditto master.)

24. Make puppets and depict a visit to the dentist.

25. Invite dentist or dental hygienist to visit class and explain services given by a dentist (Ask them to bring dental instruments if possible.) or meaning of the following words: germ, cavity, acid, primary, appearance, digestion, permanent, dentist, enamel, calcium, caries, penetrates, fluoride. (May be used in spelling contest or as extra spelling words.)

26. Present a summary of this unit as a skit for an assembly program or publish a summary in a class newspaper.

27. Write and illustrate a comparative life story of a neglected tooth and one given good dental and home care. This may be done by a small group or the entire class.

28. Invite the dental hygientist to talk to the class about kinds of toothbrushes and dentifrices that are best for cleaning teeth. Prove that good toothpowder need not be the most expensive.

29. Poems:

"Teeth"

Some are big,
Some are small.
Others aren't there
At all!

"Brushing"

This is what we want to know -
Brush our teeth the way they grow.
Inside and out and on the top,
We brush them clean before we stop!

"But Then"

A tooth fell out
And left a space
So big my tongue
Can touch my face

And everytime
A smile, I show
A space where some -
thing used to grow

I miss my tooth
As you can guess,
But then - I have to
Brush one less!

"Brush, Brush Your Teeth"

Brush, brush your teeth up to your gum
Don't you let the cavities come
Brush brush up
Brush brush down
Brush up - brush down.

"Wiggly Tooth"

Once I had a little tooth
That wobbled everyday;
When I ate and when I talked,
It wiggled every way.

Then I had some candy -
A sticky taffy roll.
Now where my wiggly tooth was -
Is nothing but a hole!

RESOURCES

Book:

Dentist's Tools, Carolyn Lapp; Lerner Publications Company, Minneapolis, Minnesota, 1961, 617.6
L

Films:

Dottie and Her Dad, 16mm, 4½ minutes, American Dental Association

Dottie and the Dentist, 16mm, 4½ minutes, American Dental Association

Learning to Brush, BOCES #831-185, 10 minutes

Tommy's Healthy Teeth, BOCES #831-150, 11 minutes

Kits:

Dental Health School Presentation Kit, pamphlets, posters, toothbrushes, and toothpaste, Proctor and Gamble, P.O. Box 599, Cincinnati, Ohio, (Professional Services Division), Materials available through American Dental Association, 222 E. Superior Street, Chicago, Illinois

Dental Health Teaching Unit - Grades 1-3, Bristol Myers, Educational Service Department, 630 Fifth Avenue, New York, New York

DISEASE PREVENTION AND CONTROL

OVERVIEW

Since the beginning of his existence, man has struggled constantly against disease. His efforts have not always been directed understandingly because there was little scientific information available until the nineteenth century.

The advances made by scientific medicine in combating the prevalence and force of epidemic communicable diseases should hearten mankind in its struggle for existence.

The outlook is most promising with respect to the communicable diseases, but the continued high death rate from the non-communicable diseases of middle life presents serious problems to medicine and educators. The answer to the problem of diseases of middle life is not wholly clear, to say nothing of the diseases of the aged, but the fact that an understanding of personnel and community hygiene is necessary to help people live more wholesomely seems clearly indicated. This unit deals more with an understanding of the salient factors of importance for all students to acquire if they are to cooperate intelligently in the control and prevention of disease than with specific disease entities.

Present-day needs, the age level of the students with whom you are working and the interest of these students should be the basis for the selection of the specific diseases to be studied. Since respiratory diseases, cardio-vascular diseases and cancer are leading causes of death and disability at present, they are dealt with at some length at later grade levels.

Through the study of disease control, the student can be well on his way to becoming an informed member of the community who will have confidence in right action. He will show his recognition of the obligation he owes as a good citizen to society by using all protective measures for himself and his family, and by insisting that other members of society do likewise. He will not remain unprotected and dangerous to his community when proven and protective aids are available. This unit will help to close the gap between the discovery of new methods and techniques and their application in reducing the ills that afflict mankind.

OBJECTIVES

Suggested Pupil Outcomes:

1. Relate some of the major historical aspects of prevention and control of disease.

2. Interpret the cause-effect relationship as it applies to disease.

3. Assume responsibility for prevention and control of disease within himself/herself and others by using personal habits that will discourage the spread of disease.

4. Demonstrate an understanding of disease cycles by describing the basic communicable disease process.

5. Define the nature of causative agents of disease, reservoirs of disease, means of exit of organisms from the body, ways and means of disease transference and blocking routes of transmission.

6. Evaluate the health literature and advertising with which he/she is confronted.

7. Describe basic school/community programs whose function it is to control disease.

8. Express desire and need for proper immunization procedures.

9. Distinguish between health and illness.

10. Identify factors affecting health.

MAJOR CONCEPTS

1. A cause-effect relationship has been established between germs and disease.
2. The causes of several diseases are still unknown to medical scientists.
3. The nature of many diseases makes it possible for them to be spread from person to person.
4. There are several portals of entry of disease germs into the body.
5. Illness has an effect on the way that we feel.
6. A more serious disease may follow what appears to be an insignificant illness.
7. Personal health is significantly linked with personal habits.
8. Group behavior may affect the health of each individual in the group.
9. We are dependent upon many people to help us when we are ill.
10. An awareness of one's own physical condition and rate of growth is essential to good health.

CONTENT OUTLINE

I. What Causes Disease in Man?
   A. What is a "germ"?
   B. What kinds of germs cause disease?

II. Germs Are Spread by Contact
   A. Directly with an ill person or animal
   B. Indirectly with the germs in secretions or discharges from an ill person or animal

III. Source Carriers of Disease
   A. Vectors such as man and animals
   B. Other vehicles such as soil, plants, food, water, and air

IV. Germs Get Into Man's Body Through Portals of Entry Such As The Mouth, Nose, and Broken Skin

V. Signs of Illness (Which Should be Reported) Are Reflected in the Ways We Look and Feel
   A. Sore throat
   B. Headache
   C. Stomachache
   D. Vomiting
   E. Skin rashes

VI. There Are Several Habits Which Can Discourage the Spread of Disease
   A. Body cleanliness and handwashing
   B. Care in the use of personal items
   C. Proper toilet habits
   D. Drinking and eating precautions
   E. Covering mouth/nose when coughing/sneezing
   F. Proper use/disposal of paper tissues
   G. Obtaining adequate rest, exercise, and diet
   H. Proper care of cuts and abrasions
   I. Acquiring proper immunizations

VII. Many Individuals Help Protect Us From Illness
   A. Parents and family members
   B. Teachers
   C. Doctors
   D. Dentists
   E. Dental Hygienists
   F. Pharmacists
   G. Veterinarians
   H. Cafeteria workers
   I. Friends

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss relationship of good health habits and keeping well. Have students construct a list of good health habits.

2. Have students pass a ball representing germs to one another. Call the ball "Chicken Pox", "Flu" or some other childhood disease. Discuss.

3. Discuss the fact that the ill feeling is nature's way of telling us that something is wrong with our body.

4. Ask children to tell of individual experiences when ill - who was first to help, who did what, etc. Have them construct posters showing the people who helped.

5. Discuss what might happen without proper care.

6. Discuss the importance of proper care and adhering to doctor's advice if one has a minor disease. Cite examples of a minor illness leading to pneumonia, heart problems, hearing loss, etc.

7. Tell stories concerning how children once believed in demons, evil spirits and darkness as causes of disease.

8. Use an atomizer to demonstrate how coughing and sneezing spread germs. Contact local American Lung Association for photographs showing actual range of cough and sneeze spray.

9. Have nurse talk about tuberculosis and the tuberculin testing program.

10. Discuss the importance of a "runny" nose when one has a cold. Relate this to irritation caused by germs.

11. Role play - How can cold germs get into the body?

12. Discuss the importance of using your own toothbrush, handkerchief, drinking glass, etc.

13. Have school nurse explain how germs enter the body through cuts in the skin; explain how to cleanse and why this is important.

14. Discuss the importance of immunization shots.

15. Bulletin board on good health habits.

16. Discuss how the heart works - or have school nurse, doctor, etc. do so.

17. Have students listen to neighbor's heart with a stethoscope; discuss why a doctor uses such an instrument.

18. Discuss what life for children must be like in countries where there are few or no doctors.

19. Role play - The doctor takes care of the sick and the nurse takes care of the sick.

20. Discuss importance of hospitals, vaccinations.

21. Pantomine: Preparation for school -
    Washing face and hands
    Combing hair
    Putting on clothes
    Putting on protective outerclothing as weather prescribes

22. Have students draw pictures illustrating ways germs travel, such as by touch, various insects, milk, water, food, etc.

23. Have students role play - Proper way of behaving around others when you are ill; how to spread disease; how to prevent spread of disease.

24. Construct a poster illustrating the health habits that help to prevent germs from entering respiratory system.

25. Develop a poster on how to avoid colds.

26. Have students draw posters to show what tuberculin test shows.

27. Construct a mural showing the role of the nurse, doctor, technician, etc. in the tuberculin test.

28. Have children design TB Christmas seals.

RESOURCES

Books:

Dear Little Mumps Child, Marguerite Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 618.92
L

Karen Gets a Fever, Miriam Gilbert; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 612
G

Michael Gets the Measles, Marguerite Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 618.92
L

Peter Gets the Chicken Pox, Marguerite Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401, 618.92
L

The True Book of Bacteria, Anne Frahm; Children's Press, Chicago, Illinois, 1963, 589.9
F

Film:

Joan Avoids a Cold, BOCES #831-79, 11 minutes

CHEMICAL SUBSTANCES

OVERVIEW

The use and misuse of chemical substances are of major concern and consequently are the target of wide publicity. Educators need a clear understanding of the facts in order to make unbiased and objective classroom presentations. However, knowledge alone will not necessarily change behavior. Actual behavior will always be influenced profoundly by individual personality, attitudes and values. Therefore, teaching about potentially dangerous substances should start early and continue throughout the rest of the school years.

While all medicines contain drugs, not all drugs are medicines (marijuana, heroin, mescaline, etc.). Some products being abused are neither medicines nor drugs, but are being used as if they were drugs with the intent of affecting the body's functioning even though this is not the purpose of the product (glue, gasoline, paint thinner, aerosal propellents). One common product which is often overlooked as a drug is alcohol. Alcohol is considered here as a drug with potential for misuse. Tobacco is also covered in basic general terms in this guide.

This curriculum is designed to assist teachers in presenting correct information to their students and in guiding children in making wise decisions about the use of chemical substances.

OBJECTIVES

Suggested Pupil Outcomes:

1. Name the common drug products, household substances, and other compounds that can modify mood and behavior and affect health.

2. Identify ways common chemical substances are used in homes and community.

3. Make wise decisions and choices about the use of chemical substances that will contribute to good health.

4. Describe in general terms, the differences between alcoholic beverages and other beverages.

5. Analyze the differences in family practices and feelings about the use of tobacco and alcohol.

MAJOR CONCEPTS

1. The effects of substances which modify mood and behavior may be detrimental to physical health.
2. Alcohol is used in many different ways in our society.
3. Families and individuals feel differently about the use of tobacco and alcohol.
4. It is not desirable for children to experiment with chemical substances.
5. People use chemicals for a variety of reasons.
6. Diseases are found more frequently among smokers than non-smokers.
7. Advertisements affect youth in many different ways.
8. The improper use of medicines which were designed to cure and prevent sickness is usually a dangerous practice.
9. The abuse of volatile materials such as gasoline and glue can cause damage to human tissue.
10. Individuals must be aware of and understand the health hazards associated with the use of any chemical substance so they can make an intelligent, personal decision regarding their use.
11. Medicines should be taken only if given by parents or a responsible adult. An aduit should be called immediately if any medicines, cleaners, etc. are accidently swallowed.
12. Drugs can be helpful to one's health when used as intended.
13. Safety precautions must be taken with medicines and other substances that we do know about.

CONTENT OUTLINE

I. What Are Some Common Chemical Substances?
   A. Drugs and medicines
      1. Aspirin
      2. Vitamins
      3. Prescription medications
      4. Other non-prescription preparations
      5. Caffeine/coke, coffee, tea
   B. Alcohol
   C. Tobacco
   D. Other potentially dangerous compounds

II. How Do These Substances Effect Our Bodies?
   A. Helpful effects
   B. Harmful effects

III. How Does Our Environment Influence Our Use of Chemical Substances?
   A. Family and adult influence
   B. Peer influences
   C. Individual influences
   D. Decisions, decisions

LEARNING AND EVALUATIVE ACTIVITIES

1. Have students relate their experiences with taking medicine. Why is it necessary to take a specific amount at a specific time?

2. Discuss why a doctor's prescription is necessary to obtain certain types of drugs.

3. Have children tell stories about the importance of the druggist in the community.

4. Present a druggist as a guest speaker; have him explain the safety factors associated with medicines as well as possible harm from misuse.

5. Arrange a real or imaginary visit to a drug store.

6. Show children poison labels so that they will learn to identify them.

7. Have students collect newspaper and magazine articles dealing with accidental poisonings, safe use of medicines, etc. Have them make scrapbooks or arrange articles as a bulletin board exhibit.

8. Read warnings from labels on empty paint cans, cleaning fluids, glue tubes, etc., and explain meaning to students.

9. Explain to students what they should do if they feel any unusual effect after having been exposed to any chemical substances.

10. Have students discuss safety factors concerning chemical substances with parents and older brothers and sisters.

11. Discuss rules for taking medicine.

12. Dramatize ways adults should properly dispose of old medicines and containers. Develop a letter to parents suggesting safe ways both to store and to dispose of medicine.

13. Role play idea of protecting younger child from taking medicines not meant for him.

14. Consider the reasons parents give for smoking.

15. Discussion: Do you have to smoke when you are an adult?

16. Have pupils write to the Cancer, Heart and Lung Association for smoking literature.

17. Discuss: Is smoking worth all of the risks involved?

18. Have pupils explain their feelings and understanding of smoking advertisements.

19. Have students relate personal experiences with various substances and discuss the purposes and effects of each. Explain how some substances have both good and bad effects.

20. Discuss the dangers of having too much of a "good thing". (Sunburn, etc.)

21. Collect pictures showing people affected by various conditions and substances; match each picture with its appropriate effect.

22. Have a doctor discuss the relationship of health to use of chemical substances.

23. Have children discuss the things they do and say because their friends do. Discuss how to answer friends who insist that unknown substances be used. Discuss dangers of experimenting "for fun".

RESOURCES

Films:

Drugs: A Primary Film, BOCES #831-346, 9 minutes

Huffless, Puffless Dragon, BOCES #831-392, 8 minutes

Puff the Magic Dragon, State Health Department, 84 Holland Avenue, Albany, New York 12222

Sniffy Escapes Poisoning, BOCES #831-336, 6 minutes

Tobacco: The Habit and the Hazard, filmstrip by Cathedral Films, Community project on Smoking and Health, 111 Light Court, Syracuse, New York 13210
Warning from Outer Space, Professional Arts on Smoking (FREE)

Filmstrip and Cassette:

Drugs, Poisons and Little Children, BOCES #392-4, 15 minutes

Posters:

Best Tip Yet: Don't Start, BOCES #P-75

Life is so Beautiful, Stay Alive, Don't Smoke Cigarettes, BOCES #P-73

Chart:

Smoking Flip Chart - Bunny Rabbits, BOCES #CH-4

Coloring Books:

Katy's Coloring Book About Drugs and Health, National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland, $.35 per copy, GPO SN #2704-0011

Story of a Cigarette, BOCES #P-34

PERSONALITY DEVELOPMENT, SEXUALITY, FAMILY LIFE EDUCATION, DEATH EDUCATION

OVERVIEW

When children first enter the school setting, they reflect a variety of expressions, reactions, and behaviors. Even though the children have diverse backgrounds, all of them have participated in some sort of family unit. It is this common background of pupil experience that provides a rich opportunity for an exploration of the nature of the family, the differences and similarities between families, and the roles of the individuals within the family unit.

As children become aware of their role in the family, it is important to emphasize the relationship between their own personal growth and development and an increasing sense of responsibility to self and others, both within and outside the family setting. As development continues with mental, emotional, social, and physical growth, the child's personal drives, desires, and personality become developed and satisfied.

Closely related to social and emotional adjustment is a child's sexual development. Sexuality is one of the most significant aspects of the human personality. The manner in which one's sexuality is directed and adjusted to a child's changing sex role can relate directly to his happiness, success as a member of a family and of society. Ideally, the school and parents should cooperate in the teaching of the physiological and psychosexual facts of reproduction.

Important to the study of daily living is the need to realize that the ultimate end to all living things is death. A realistic attitude at this age is important in dealing with emotional conflicts encountered with a death of a family member, friend, or pet. Basic understandings related to loss of a significant other, either through death, divorce, or separation are topics that need to be discussed and dealt with before or while they are encountered.

Through this unit, the student should develop attitudes, knowledge, and skills which enable him/her to contribute effectively to his present and future family life.

OBJECTIVES

Suggested Pupil Outcomes:

1. Think and act in a rational manner in most situations and relationships.
2. Demonstrate respect for himself and others.
3. Display interest in each member of the family and realize that each member should be interested in the well-being of every other member.

4. Interpret and observe rules for living that make a happier and healthier life for all.

5. Develop and maintain satisfactory interpersonal relationships.

6. Identify himself/herself as a person of worth.

7. List the roles of each member of the family as an individual and as a contributing member of the family unit.

8. Identify every aspect of the continuous life cycle.

9. Realize that death is the ultimate end to all living things.

10. Distinguish between death and sleep.

11. Express feelings and emotions regarding loss of a significant other.

12. Conclude that there is a need to share love , empathy and sympathy with individuals who are experiencing an emotionally charged situation related to loss of a significant other.

13. Relate similarities and differences in appearance, interests and activities between boys and girls of the same age.

14. Recognize that all living things come from other living things.

MAJOR CONCEPTS

1. Growth and development tends to follow a predictable pattern and sequence, yet each individual is unique in these respects.
2. There are similarities and differences among living beings.
3. Environment affects living things.
4. Heredity causes all creatures to produce off-spring of their own kind.
5. Parents, grandparents and remote ancestors contribute to a person's characteristics. There are male and female humans, just as there are male and female forms in plant and animal life.
6. Living things reproduce in many ways.
7. Related living organisms reproduce in similar ways.
8. Young animals have a need for home, food and parental care.
9. Consideration of others' rights and property is important.
10. We have many different feelings which are part of life: sadness, loneliness, hate, fear.
11. Our voice and actions reflect our feelings about ourselves.
12. Mental health is one aspect of total health.
13. Each individual, as a person, is very important.
14. Curiosity about our environment leads to a better understanding of the environment.
15. Living things can induce changes in their environment.
16. Everyone is different. You can do certain things well, better than others; yet, some can do things better than you.
17. Working and playing together is part of growing up.
18. Good behavior is a part of growing up. Improving behavior tells others you are growing up.
19. Families function to perpetuate man and fulfill certain health needs.
20. Each of us is a member of a family.
21. Each of us assumes various roles and responsibilities as a member of a family.
22. Adults help children to stay safe, happy, healthy, clothed, fed, and secure.

23. The school/community helps children to stay safe, well and happy.

24. Families do many things together.

25. Sharing helps to make the home a happy place.

26. Children make contributions to the family.

27. There are similarities and differences in family life in other lands.

28. We learn about our culture at home and in school.

29. Families help others in the community.

30. The family should foster the fullest development of each individual in the family.

31. Knowing ourselves helps us to live better with others.

32. The family is the basic social institution imbued with the responsibility for providing its members with kinds of experiences which they need for their maximum physical, mental, social, emotional, and spiritual development.

33. Mental health is how one feels about oneself, how one feels about other people, and how one is able to meet the demands of life.

34. Everyone dies, but not everyone lives.

35. The very involvement of a child in the joys and sorrows of the family can be a source of maturation.

36. Some feelings of anger and resentment expressed by brothers and sisters are natural.

CONTENT OUTLINE

I. The Family is a Unit
   A. What is a family
      1. There are many similarities
      2. There are many differences
   B. What are its purposes
      1. Transmit culture
      2. Train and educate
      3. Provide security
      4. Provide a source of love and understanding
      5. Provide recreation and other activity
   C. What are roles in the family?
      1. Father
      2. Mother
      3. Children
      4. Extended family members
         a. Grandparent(s)
         b. Aunt(s) and Uncle(s)
         c. Foster children
         d. Etc.
   D. How do we cope with the loss of a significant other?
      1. Death
      2. Divorce
      3. Separation

II. All Life Comes From Similar Life
   A. How is everyone unique?
      1. Males and females are different
      2. Personality develops at varying rates
         a. Self-image
         b. Self-confidence
         c. Self-motivation and discovery
         d. Respect and trust for others
         e. Acceptance of occasional failure
         f. Learn decision-making
         g. Control emotions
         h. Learn compassion
         i. Know how and when to share
      3. Physical growth occurs at different rates
   B. How does a newborn baby affect the family?
      1. Parents care for the children
      2. Each child has a place in the home
         a. Reasons for rivalry
         b. Reassurance of love
   C. How do living things grow?
      1. Physical growth and development changes
      2. Social interaction expands out of the family

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss things you can do now that you could not do when younger.
2. Compare differences in pets, flowers, people.
3. Talk about what you would like to be when you grow up.
4. Make up plays about disappointments which occur and how they can work for good.
5. Tell about things you like to do, bring to school things you have made. Teacher make up a display of children's hobbies.
6. Tell how you help at home, discuss many different ways of helping (i.e. manners, smiling, taking turns, etc.).
7. Write a story about family get-togethers, trips, and celebrations.
8. Discuss friendships, with older people, younger, peers.
9. Discuss how children of different backgrounds do things differently.
10. Read stories that illustrate children in different behavior situations.
11. Make a list of desirable behavior practices, encourage weekly checking and ways to improve or change behavior that is difficult.
12. Have each child write a story about traits they like in others, then have a class discussion.
13. Talk about times you are happy. Times that you are sad (or other feelings); what causes you to feel this way?
14. Talk about what you can do when you feel upset. Discuss how you can help others when they are upset.
15. Discuss the many ways in which you can show kindness to others.
16. Teacher help children understand what is expected of them with others in classroom situations: how to wait; how to watch; how to play; how to share; how to help; how to accept a "no" or "yes" answer.
17. Discuss relationships with brothers, sisters, mother, father in home (respecting property, privacy, etc.).
18. Tell how assuming responsibility for personal cleanliness and possessions can express consideration for others.
19. Discuss the difference between humor and jokes that hurt.
20. Demonstrate how our voice and facial expressions can reflect our feelings although our words may not.

21. Discuss the differences between tattling and concern.

22. Provide children with picture sheets of family members. Have children cut, color, and paste them in their family albums.

23. Discuss and draw pictures of different types of homes in which people live (small, large, trailers, apartments).

24. Discuss the differences in families (size, types of members, etc.).

25. Ask students to talk to their father to determine what his job is, why he must have a job that will take him from his home, how this job effects him and the other members of his family. Repeat this activity with a mother to determine what her responsibilities are at home, what effect her work has on the other members of the family, what effect her working out of the home could have on the family. Have children present reports on the results of the discussions with parents.

26. Make charts: We are similar. We are different. Have children illustrate through a variety of media.

27. Make a pictorial display of similar needs of all living things (air, light, food, rest, water, etc.).

28. Discuss and observe the other ways we are alike . We all have teeth, lungs, bones, muscles, hearts, etc. We have similar feelings.

29. Grow two sets of plants - give one proper care and deprive the other of good soil, water, sunlight. Frequently compare and discuss results.

30. Read a poem or a story of animal habits. Discuss how they are used for winter sleep. Make paper dolls or posters of humans having different clothing for various seasons or for various climates.

31. Observe the birth of fish in aquarium. Note the difference in size. Use pictures of other mother and baby animals or visit a farm or zoo, observe the male and female animals. Note the differences in color, size, plumage, etc. Compare similarities and differences in human mothers and their babies.

32. Show class uncooked egg and a baby chick. Develop idea that chicken once lived in the egg and was nourished by it.

33. Display pictures of mammals and their babies; observe ways in which all these animals are alike. (Through discussion help children to discover that these animals did not lay eggs.)

34. Share information about birth of pets at home.

35. Have children bring to school pictures of their own families. Observe the ways in which the children are like the father, mother, aunt, uncle, or grandparents.

36. Write and illustrate the following pages for a booklet:
    How I am like my mother.
    How I am like my father.
    How I am different from my mother.
    How I am different from my father.
    Or select any relative or adult.

37. Show children packets of various vegetable or flower seeds. Plant the seeds. Observe that the seeds produce the kinds of plants from which they came.

38. Plant cuttings from geranium or ivy plants. Discover that the new plants are the same as the one from which the cuttings are made.

39. Illustrate rapid growth by having students observe a day-old chick. Size will increase greatly during first few days of its life.

40. Use fertilized eggs and observe incubation and early growth of chicken. Use plastic models of growth of chicken.

41. Use day-old chicks or small animals and discuss the necessity of feeding and cleaning up body wastes.

42. Discuss the parental care of babies in their own homes.

43. Discuss the importance of habits of neatness, sanitation, and courtesy to others in the bathroom.

44. Dramatize the proper reaction to offers made to students by strangers.

45. A discussion about the policeman being the students' friend will be desirable at this age. A visit to the classroom by a policeman will be helpful.

46. Use transparencies, charts, etc., picturing growth from the embryo stage to maturity.

47. Dramatize the mother and father taking care of a new-born child in the home.

48. Have children collect pictures showing the different kinds of homes used by animal and bird life.

49. Chart the developmental stages of different kinds of animal life (when did they first walk, feed themselves, leave their homes).

50. Visit a pet shop to observe how the owner handles animals. Invite a member of the SPCA to demonstrate care of pets.

51. Read stories about family life in other lands.

52. Utilize exchange students (if available) to discuss family life in his country.

53. Make a bulletin board display of people of other countries, emphasizing differences in clothes, customs, etc.

54. Bring cultural objects of various nationalities for display. Have children compare our culture with others studied.

55. Taste foods and play games appropriate to other countries. Discuss the advantages of living in our country.

56. Children ask grandparents to tell about childhood experiences related to family.

57. Discuss neighborhood activities, cooperative projects of neighbors, PTA, Scouts, etc.

58. Have a talent or hobby show at school. Encourage the children's musical and artistic abilities. Watch for special aptitudes and skills which can be developed and channeled into constructive use.

59. Initiate creative activities in class to develop desirable variety in the family interests.

60. Plan a booklet that will use pictures from baby days to present age showing progress.

61. Draw a picture of your idea of "growing up," or a self portrait.

62. Draw a picture or make a booklet of pictures of things I like to do.

63. Show the film My Turtle Died Today or read the book and discuss with the class.

64. Show and discuss the film The Day Grandpa Died.

65. Show and discuss the film Honeymoon.

66. Have the class draw pictures depicting the various members of the family at work.

67. Have children discuss adults other than parents who take care of children - day nursery, etc.

68. Help the children to compile a list of things at home which belong exclusively to them and another list of things which belong to everyone in the family.

69. Encourage the pupils to act out scenes to show ways in which the family members share with one another.

70. Ask the children to tell how they help to take care of the family property.

71. Plan with the children picnics, birthday and holiday celebrations. Suggest that they carry out plans at home.

72. Discuss with the children plans involved in preparing for company.

73. Draw pictures of things families can do together. Display pictures of families and write stories about what the families are doing. Evaluate.

74. Discuss the similarities and differences in the school and home family (size, etc.). Evaluate.

75. Discuss ways in which we can make living together in the classroom safer, more comfortable, friendlier, etc.

76. Make a chart on which you show how much student time is spent with school family; compare with home family (do not include sleep time).

77. Draw pictures of what the nurse, teacher, school patrol do for children.

78. Discuss how children can help a new student in the classroom.

79. Show pictures of happy families. Have children list things that make a happy family.

80. Learn games that whole families can play together.

81. Prepare a skit to show how parents help us.

82. Make a surprise gift for the parents or the home.

83. List with the children the home duties that young children may be able to assist with or assume. Evaluate.

84. Discuss ways children can help the teacher and other children without having some specific job assigned to them.

85. Discuss what happens when duties are not carried out.

RESOURCES

Books:

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Voirst; Atheneum Publishers

Aesop's Fables, a Keith Jennison book; Franklin Watts, Inc. Publishers, 575 Lexington Avenue, New York, New York 10022

Before You Were a Baby, Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003, Ages 4-8, $3.50

Curriculum Guide for Human Sexuality K-12, Putnam-Westchester BOCES, Yorktown Heights, New York 10598, 1974

Growing Up, Growing Older, North Shore Committee on the Older Adult; Holt, Rinehart and Winston, Inc., 1964

Happiness is a Warm Puppy, Charles M. Schulz

I Am Here, I Can Do It, My Family and I, My Friends and I, Muriel Stanek; Benefic Press, Chicago, Illinois, 1967, 301.42, (Set of books - S Mental Health)

Let's Read and Find-out Science Book, Paul and Kay Sperry Showers

Love is a Special Way of Feeling, Joan Walsh Anglund

Lucy's Secret Pocket, (About Stealing)

Monarch Butterfly, Marion W. Marcher; E.M. Hale and Company, Eau Claire, Wisconsin, 1954, 595.7 M

My Turtle Died Today

One Day Everything Went Wrong, Elizabeth Vreckin; Follett Publishing Co., New York, 1966

The Old Man On Our Block, Agnes Snyder; Holt, Rinehart and Winston, Inc., New York, 1964

Removing Blocks to Mental Health in School, State Education Department, Albany, New York (Suggested for faculty study of school situations that prevent optimum mental health)

See How It Grows, Marguerite Walters; Grossit and Dunlap, New York, 1954

There's Nothing To Do So Let Me Be You, Jean Horton Berg; Westiminister Press, Philadelphia, Pennsylvania

Books: (Con't.)

The True Book of Animal Babies, Illa Podendorf; Children's Press, Chicago, Illinois, 1955, 591
P

Twins, Margaret Rush Lerner; Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401

Up Above and Down Below, Irma Wibber; Scott, Foresman and Company, New York, 581
W

What's Inside, (the story of an egg that hatched), May Garelick; William R. Scott Inc., New York

Films:

Adelie Penguins of the Antarctic, BOCES #833-33, 23 minutes

Animals and Their Homes, BOCES #831-13, 11 minutes

Baby Animals, BOCES #841-16, black and white, 10 minutes

Big People, Little People, BOCES #831-140, 9 minutes

Bike, The, BOCES #832-114, 13 minutes

Billy and the Beast, BOCES #831-343, 10 minutes

Birth of Puppies, BOCES #832-82, 16 minutes

Butterfly, BOCES #831-183, 9 minutes

Care of Pets, BOCES #832-38, 13 minutes

Chicks and Chickens, BOCES #831-247, 10 minutes

The Day Grandpa Died, BOCES #831-360, 11 minutes

Elmer Elephant, BOCES #831-283, 8 minutes

Fairness for Beginners, BOCES #831-57, 11 minutes

Families, BOCES #831-240, 10 minutes

Farm Babies and Their Mothers, BOCES #831-55, 11 minutes

Farmyard Babies, BOCES #831-56, 11 minutes

Fertilization and Birth, BOCES #831-186, 10 minutes

Gray Squirrel, BOCES #831-63, 10 minutes

Films: (Con't.)

Getting Along With Others, BOCES #831-10, 11 minutes

Happy Little Hamsters, BOCES #832-99, 13 minutes

Honeymoon, BOCES #831-371, 9 minutes

Hopscotch, BOCES #832-141, 12 minutes

Human and Animal Beginnings, BOCES #832-75, 13 minutes

Little Engine That Could, BOCES #831-82, 11 minutes

Little Gray Neck, BOCES #832-162, 18 minutes

Little Hiawatha, BOCES #831-284, 8 minutes

My Friend the Fish, BOCES #832-163, 18 minutes

My Mother is the Most Beautiful Woman in the World, BOCES #831-147, 9 minutes

My Turtle Died Today, BOCES #831-148, 9 minutes

Three Little Pigs, The, BOCES #831-285, 9 minutes

Tortoise and the Hare, BOCES #831-286, 8 minutes

Trick or Treat, BOCES #831-287, 8 minutes

Ugly Duckling, The, BOCES #831-288, 8 minutes

Wonders of Plant Growth, BOCES #831-119, 11 minutes

Pamphlets:

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Available from BOCES - in limited quantities. All video tapes available from BOCES on the 29 "Inside/Out" programs.

Kits:

Dimensions of Personality Series, workbook and teacher guide:
Let's Begin, Kindergarten, BOCES #123-5
Now I'm Ready, Grade One, BOCES #123-6
I Can Do It, Grade Two, BOCES #123-7
What About Me, Grade Three, BOCES #123-8

Kits: (Con't.)

DUSO Kit I, grades K-2, BOCES #123-17

DUSO Kit II, grades 3-4, BOCES #123-18

Moods and Emotions Study Prints, The Child's World, Inc., Elgin, Illinois, BOCES #123-19

ENVIRONMENTAL AND PUBLIC HEALTH

OVERVIEW

Basic to an understanding of public and environmental health is an awareness of the environment and its relationships to human health and efficiency.

Primary grade children are, in general, unfamiliar with many natural environmental conditions that man must, to some extent, control in order to remain healthy. Similarly, pupils should understand that man has created pollutions and other conditions that threaten health and effective utilization of the environment. Pupils should also be aware that there are people and agencies within the community that help to make our environment a safe and healthy place to live.

This unit is designed to create awareness of the relationships between health and the environment and to motivate each pupil to assume responsibility for the creation and maintenance of safe and healthy surroundings.

OBJECTIVES

Suggested Pupil Outcomes:

1. Interpret the concept of environment.
2. Appreciate the role that the senses play in telling one about one's environment.
3. Identify ways that one must protect oneself from some parts of his environment in order to stay healthy and safe.
4. Create and maintain healthy and safe school, home, and community environments.
5. Be familiar with members of the school and community who work together to maintain safe and healthy surroundings.
6. Express in words or actions a belief that a person's neighborhood is an important place to that person.
7. Relate the meanings of health and of community.
8. Recognize familiar health problems which are the joint responsibility of individuals and groups.

MAJOR CONCEPTS

1. Our health is affected by our surroundings.
2. Without water and air, human life would not continue.
3. There are living and non-living hazards in our environment.
4. Your sense organs alert you to all that is going on about you.
5. Each of us can improve his environment.
6. There are ways to protect ourselves against the effects of the environment so we can live in safety, comfort, and good health.
7. A neighborhood is a place to live, play, work, go to school and enjoy.
8. Everything in your neighborhood is part of your environment.
9. Many people work in different places in the community to keep us well.
10. Pure food is essential to good health.
11. Many people work to keep water and air safe.
12. Many people work to protect our food.
13. Some people who help us are medical or health workers.
14. Noise has an effect on how we feel and act.
15. Protection and promotion of health is an individual and community responsibility.

CONTENT OUTLINE

I. Factors in Our Environment
   A. What is our environment?
   B. How does our environment affect us?
   C. What can we do to control the environment and provide protection for all?

II. Working Together: Responsibilities
   A. School
   B. Home
   C. Community
      1. Hospital
      2. Health Department
      3. Other agencies
   D. Neighborhood

III. Health Professionals in the Community
   A. Doctors and nurses
   B. Dentists and dental hygienists
   C. Druggists and pharmacists
   D. Public health nurses

LEARNING AND EVALUATIVE ACTIVITIES

1. Have class visit a dairy to inspect facilities for fresh, clean milk.
2. Have a small group investigate sanitation in a bakery; report to the class.
3. Have dietitian explain reasons for daily inspection of kitchen facilities, etc.
4. Have representatives of local industries explain to class how they cooperate to keep air and/or water clean; have class visit industry.
5. Have water department representative explain what happens to water before it reaches the home.
6. Discuss how one can tell whether or not water is clean.
7. Have students draw pictures showing ways they can best care for personal belongings.
8. Discuss individual responsibility for keeping lunchroom and playground neat.
9. Role-play a situation in which courtesy may help to improve undesirable conditions.
10. Observe the effect of prolonged exposure on foods that require special storage. Think of ways to store various foods.
11. List ways that children can help to promote good health in the community.
12. Discuss the proper use and maintenance of drinking fountains and lavatories.
13. Discuss the detrimental effects of littering and improper disposal of personal trash, etc.
14. Read books pertaining to child's stay in hospital or film concerning a child's hospital experience.
15. Discuss the importance of a clean and bright home, schoolroom, etc.
16. Have students suggest ways in which the schoolroom can be improved.
17. Students collect pictures to show how proper heating, lighting, colors of walls, furniture, ventilation, etc., add to comfort.
18. Ask children to explain their feelings when on a crowded bus (room, elevator, etc,) and compare with being in a meadow or other spacious area.
19. Ask students to tell all of the ways in which water is used by man. Develop a bulletin board display showing these uses. Or visit a water plant or pictures can be shown.

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20. Illustrate how air carries particles too small to see by opening a bottle of aromatic material (perfume) and asking students to indicate when they first are aware of the bouquet.

21. Ask students how they know what is cooking in the kitchen when they are in a room other than the kitchen.

22. Draw pictures depicting disease germs; write a story about a germ who delights in bad health habits that help him get around the community.

23. Ask students to observe overcast conditions not due to weather; discuss the reaction this may have on people (coughing, a taste in the mouth, etc.).

24. Have a fireman explain to children the danger that exists in a smoke-filled room; how to conduct oneself when a fire occurs. (How to report a fire.)

25. Collect pictures of ponds, lakes, rivers, and reservoirs and ask the class whether they think it is safe to drink water out of or to swim in these places.

26. Have the school dietitian explain the necessity of the precautions taken in the kitchen and lunchroom (clean, white clothing, rubber gloves, hair nets, or hats, etc.).

27. Have students help to make posters that show good lunchroom practices. Evaluate.

28. Take the children to visit the cafeteria showing the preparations of food and how the dishes are washed.

29. Have students observe sanitation procedures in the kitchen and lunchroom. Report to and evaluate with rest of class.

30. Place a tape recorder in the gymnasium, lunchroom, library, classroom, etc. Record a few minutes of noise level from each room. Ask students to explain reasons for different noise levels in different rooms.

31. Play an unfamiliar song with volume turned up while students attempt to concentrate on learning something unrelated to the song. Point out the various types of behavior that you observed during this experience.

32. Have students collect pictures of things which contribute to the noise level of our environment.

33. Discuss when noise is fun vs. when noise is irritating.

34. Visit a nearby market or discuss the reasons for packaging food, for refrigerating food, etc.

35. Discuss the pharmacist's role in filling prescriptions.

36. Allow students to tell about their visits to the local pharmacy and the many different kinds of medicine they saw there. Evaluate.

37. Discuss the importance of taking the right kind of medicine and why the pharmacist must know all about substances that make up medicine and drugs.

38. A mortar and pestle can be shown as examples of the pharmacist's tools.

39. If any children have had experiences in hospitals, a discussion of how they were helped and by whom can be used.

40. Discuss how research people are always looking for new ways to keep people healthy and how the laboratory people can help doctors.

41. Have children relate their experiences with the dentist.

42. Ask them if he uses special tools and equipment.

43. Stress his role in promoting good dental care as well as treatment.

44. If there is a dental hygienist in the school, have her visit and tell about the dentist's work and also her role in assisting him.

45. Ask the students to tell what they think happens to food before it comes to them in cans, frozen packages, etc.

46. Discuss how certain people inspect foods to make sure they are safe for eating.

47. Ask: Who are some of the school employees that help to keep us healthy besides the principal and teachers? How does the cafeteria worker help? Does the janitor help? If so, how? The school nurse? Dental hygienist? School doctor? The teacher?

48. Set up a child's room to point out dangers of a cluttered room.

49. Each child reports on a chore he performs daily to help keep his home clean.

50. Discuss and demonstrate proper methods for disposing of wastes; make waste baskets for home use.

51. Have children find pictures of community helpers to contribute to a bulletin board.

52. To show interdependence of living things, grow beans using different controls:
    With and without sunlight.
    With and without water.
    With and without human care.

53. Set up a display, "Being Helpful", using dolls who are carrying trash out, raking leaves, dusting, washing sink, feeding pets, baking.

54. Have each child choose two tasks to be represented by drawings; one to be "Something Easy for Me to Do", and the other "Something Hard for Me to Do". Make a chart for the pictures. Have children check off each time they practice their tasks.

55. Pantomine the various jobs that people in school have that are necessary to keep the school healthy.

RESOURCES

Books:

About Jerry and Jimmy and the Pharmacist, Frances B. Thompson; Melmont Publishers, Inc., Chicago, Illinois, 1964

About Miss Sue, the Nurse, Frances B. Thompson; Melmont Publishers, Inc., Chicago, Illinois, 1961

About People Who Run Your City, Newman-Sherman; Melmont Publishers, Inc., Chicago, Illinois, 1963, 352
N

A Tree is a Plant, Clyde Robert Bulla; Thomas Y. Crowell Company, New York, 1963, 582
B

The Carrot Seed, Ruth Krauss, Record: The Carrot Seed

Doctor John, Frances B. Thompson; Melmont Publishers, Inc., Chicago, Illinois, 1959

Doctors and Nurses, Carla Greene; (In I Can Read Book), Harper and Row, New York, 1963

Doctor's Tools, Marguerite Rush Lerner; Lerner Publications, 241 First Avenue North, Minneapolis, Minnesota 55401, 1959

How Doctors Help Us, Alice M. Meeker; Benefic Press, Chicago, Illinois, 1964

How Families Live Together, Malcolm Provus; Benefic Press, Chicago, Illinois, 1963, 301.42
P

How Hospitals Help Us, Alice M. Meeker; Benefic Press, Chicago, Illinois, 1962, 362.1
M

How People Live in the Big City, Muriel Stanek and Barbara Johnson; Benefic Press, Chicago, Illinois, 1964, 301.3
S

How a Seed Grows, Helene J. Jordan; Thomas Y. Crowell Company, New York

How We Get Our Mail, Edith McCall; Benefic Press, Chicago, Illinois, 1961, 383
M

Jill's Check Up, Ruth Jubelier; Melmont Publishers, Inc., Chicago, Illinois, 1957

Let's Go To Vote, Agnes McCarthy; Putnam Publishers, New York, 1962, 324
M

Books: (Con't.)

Mr. Zip and the U.S. Mail, June Barr; Albert Whitman and Company, Chicago, Illinois, 383
B

Plants into Seeds, Dorothy Wood; Follett Publishing Company, Chicago, Illinois, 1963, 581
W

Policeman Mike's Brass Buttons, Ruth Tooze; Melmont Publishers, Inc., Chicago, Illinois, 1951, 352
T

To Know a Tree, Thomas M. O'Brien; Holt, Rinehart and Winston, Inc., New York, 1963, 582
O

The True Book of Trees, Illa Podendorf; Children's Press, Inc., 582
P

We Read About Seeds, Harold Tannenbaum; Webster Div., McGraw-Hill Book Company, New York, 1960, 582
T

Films:

Air Pollution, A First Film, BOCES #831-252, 8 minutes

Buttercup, BOCES #831-300, 11 minutes

Carp in a Marsh, BOCES #831-238, 7 minutes

Communities Keep Clean, BOCES #831-204, 11 minutes

Forest Fisherman, Story of an Otter, BOCES #832-238, 16 minutes

Our Community, BOCES #841-33, 12 minutes

People Shop: Hospital in the Community, BOCES #832-269, 18 minutes

Uncle Smiley and the Junkyard Playground, BOCES #832-176, 13 minutes

Uncle Smiley Follows the Seasons, BOCES #832-177, 13 minutes

Uncle Smiley Goes to the Beach, BOCES #832-172, 13 minutes

Uncle Smiley Goes Camping, BOCES #832-173, 16 minutes

Uncle Smiley Goes Planting, BOCES #832-174, 15 minutes

Uncle Smiley Goes Re-Cycling, BOCES #832-175, 13 minutes

Uncle Smiley Goes Up the River, BOCES #832-178, 12 minutes

Films: (Con't.)

Where Should a Squirrel Live, BOCES #831-273, 11 minutes

Wonders in a Country Stream, BOCES #831-117, 11 minutes

Wonders in Your Own Backyard, BOCES #831-118, 11 minutes

Woods and Things, The, BOCES #831-277, 11 minutes

CONSUMER HEALTH

OVERVIEW

Sound health is something we all desire, but cannot buy. Everyday we are faced with choices and decisions which represent our investment in health. The appraisal, selection and use of health information, products, and services influence one's state of physical, mental, and social well-being. The student consumer of today will be the adult consumer of tomorrow, and the patterns established early as a selector and purchaser may be unconsiciously carried into later life. Purchasing habits should be based from the beginning on sound knowledge and criteria. Scientific fact, truth, and sound criteria must deal with half-truths, pseudo-science, false concepts and outright quackery.

The student needs help to learn how to distinguish between useful and effective consumer products and those that may be useless or even harmful. The educated consumer is his own best protection.

OBJECTIVES

Suggested Pupil Outcomes:

1. Identify various sources of reliable and unreliable health information and advertising.
2. Distinguish some basic differences among health services, practices and products.
3. Avoid the dangers of medical neglect, self-diagnosis and self-treatment for himself and others for whom he has a responsibility.
4. Name familiar people who are responsible for promoting, protecting and maintaining health.

MAJOR CONCEPTS

1. Advertising often affects what we buy, thereby affecting our health.
2. Some advertised products can be harmful to children.
3. Advertisements affect youth in many different ways.
4. Use of health information, products, and services is influenced by values and perceptions.
5. Use of health information, products, and services is governed by the application of an individual's criteria.
6. Health information, regardless of accuracy, may come from various sources.
7. Much health information comes from family and friends.
8. There are people who are especially trained to keep us healthy.

CONTENT OUTLINE

I. How Do We Determine What Is Reliable and Unreliable Information
   A. Advertising and its influence
   B. Reading labels/following directions
   C. Following safety precautions
   D. Guidance from community helpers

II. Safety Precautions for the Young Consumer

III. Community Helpers for the Young Consumer

LEARNING AND EVALUATIVE ACTIVITIES

1. Visit a real or imaginary supermarket. Look for all the things you can find to help keep us healthy. Talk about those you think are best. Make pictures of them. Why did some products attract you?

2. Read, listen and tape different commercials which advertise a certain product. What does each commercial try to make you believe? To what are the key words appealing?

3. Play a game: "I'm Thinking" of the person who mixes the medicines the doctor tells you to take, etc.

4. Have children make up slogans and commercials to present to classmates about vitamins.

5. Discuss ways in which the doctor is your friend.

6. Have class discussion about the many different ways in which children learn about health.

7. Make bulletin board display of pictures which show how choices affect health.

8. Make a mural or scrapbook and/or a mobile showing all the people and ways in which we learn health information.

9. Tell some health ideas or superstitions that have been told to you. (i.e. rub potato on a wart, etc.)

10. Discuss use of medicine (such as taking what the doctor prescribes, taking only from a responsible adult).

11. Distinguish between patent medicines and prescription medication.

12. Discuss labeling of patent medicines.

13. Act out TV commercials pertaining to health information. Have the class discuss effects on the listener, reader, recipient.

RESOURCES

Filmstrip and Record:

Algernon, the Ambulance, International Education and Training, Inc., 1176 New Highway, Farmingdale, New York 11735

SAFETY EDUCATION

OVERVIEW

When a school has no accident for the school year, it is not an accident. It is the result of a good safety program. Child accidents, both at home and at school are all too high. The automobile, adding to other hazards of modern living, has made accidents the leading cause of death among children and youth. Accident rates can and have been reduced. Myths such as "accidents just happen" only serve to stand in the way of diminishing pain and suffering.

Knowledge about what one is doing, whether it is how to do something or the limitations of an action or equipment, enters into accident prevention. Attitudes, some of which are not obvious, guide behavior and lead one into or away from a hazardous situation.

Leadership for safety education must originate within the school through direct and indirect experiences. Indirect experiences come through living in a safe environment, both at work and in play. Direct experiences come through class instruction in safety and participation in student safety organizations. Safety education must be given its rightful place in all classes, not in just one. The resources of many non-school agencies can be used to enrich the overall program. The Fire Department, the Traffic Division of the Police Department, insurance companies and industrial safety engineers can all contribute to the basic school safety program. We must make life at school as safe as possible, and provide a planned program of safety education. An annual safety week program is not enough as habits, skills and desirable attitudes develop slowly. The challenge to the teacher is to provide experiences that will be both meaningful and continuous. A "No Accident School Year" can be made a reality!

OBJECTIVES

Suggested Pupil Outcomes:

1. Detect hazards existing in the home, school, and community.

2. Enumerate reasonable safety precautions in daily living and in known hazardous situations.

3. Evaluate potential risks, use sound judgment in avoiding or coping with them and alert others to such risks.

4. Determine that some accidents are inevitable, but develop an interest in understanding how safe behavior can reduce the possibility of personal involvement, injury or death.

5. Establish the idea that accidents are caused by human and environmental factors and may result in injury, property damage or death.

6. Formulate the concept that natural and man-made environmental factors influence health and safety and that some environmental conditions can be modified and controlled.

7. Distinguish between safe and potentially hazardous activities.

8. Explain basic functions of various groups which exist to help prevent accidents and eliminate or control hazards.

MAJOR CONCEPTS

1. Safe living involves the development and use of safety precautions while recognizing the inevitability and appeal of risk taking.

2. Safe conduct to and from school becomes an individual's responsibility.

3. We should be aware of many different things when we are walking.

4. The community helps in keeping areas safe for pedestrians.

5. There are community helpers and other school people concerned with our well-being.

6. Education and planned action can save lives in hazardous situations relating to fire.

7. We can practice safety and courtesy away from school to help prevent accidents in play activities.

8. We can help others prevent accidents.

9. Play activities are fun, but must be controlled.

10. Courtesy and conduct are important for good school safety.

11. We can assume responsibility for accident prevention.

12. An understanding of the potential of electricity is important in establishing a safe household atmosphere.

13. There are harmful substances in certain plants, animals and products of which we should become aware.

14. Certain physical factors coupled with carelessness can be responsible for falls, and are a common danger in the home.

CONTENT OUTLINE

I. Traffic and Pedestrian Safety
   A. The safe pedestrian
   B. The wise automobile passenger

II. School Bus Safety
   A. Safety while waiting for the bus
   B. Safe actions while boarding and riding
   C. Safe behavior when and after leaving the school bus
   D. Emergency bus drills

III. Bicycle Safety
   A. What is required equipment for a safe bicycle
   B. Basic skills for safe operation of a bicycle
   C. School/community programs in bicycle safety

IV. Fire Safety
   A. Fire - benefits and hazards
   B. Fire drills at home and at school
   C. How to report a fire
   D. False alarms - a hazard in themselves
   E. The causes of fires
   F. Fire protection

V. Home Safety
   A. Falls - a case of Humpty Dumpty
   B. Burns - too hot to handle
   C. Electricity - a potential hazard
   D. Poisons - the skull and crossbones and more
   E. Animals - know them or leave them alone
   F. Neighborhood hazards - let's correct them
   G. Miscellaneous hazards in the home
   H. Obtaining help in emergencies

VI. School Safety
   A. School routine
   B. Handling tools, scissors and other sharp objects
   C. Tricks, tripping and roughness - not always so funny
   D. Safe behavior in the lunch room
   E. Safety in the school environment
   F. Safety on the playground
      1. General rules to follow
      2. Swings are for swinging
      3. Monkeying around on the monkey bars
      4. Slides can be slippery and hazardous
      5. Running can be safe and fun

VII. Winter Safety
- A. Sledding
- B. Skating
- C. Skiing
- D. Snowballing
- E. Snowmobiling
- F. Ice Fishing

VIII. Spring and Summer Recreational Safety
- A. Kite flying
- B. Baseball and softball
- C. Swimming
- D. Boating
- E. Camping and hiking

IX. Safety on the Holidays
- A. Halloween - give a hoot
  1. Costumes - safe but fun
  2. Trick or treat
- B. Christmas - safe, but merry
  1. Making your tree a safe one
  2. Decorations - pretty, but safe
- C. Easter - don't be an egghead
- D. Independence Day

LEARNING AND EVALUATIVE ACTIVITIES

1. Make bulletin board displays on safety in and around the school.

2. Make up safety riddles, "Carry me with my point down."

3. Make a display of toys or small play equipment which can be dangerous if not correctly used. (Marbles, hard balls, jump ropes, sling shots, BB guns, dart games, bows and arrows, etc.) Discuss why each may be dangerous.

4. Have the class develop some rules of "safe play" (marbles and other objects kept out of the mouth, nose, ears; not to run with pointed objects; not to throw hard objects).

5. Discuss taking turns.

6. Dramatize what to do if a ball rolls into a street.

7. Discuss the safe place and way to use a kite; what materials to use for flying a kite.

8. Draw and discuss pictures of places or things to avoid during play (railroad tracks, bridges, refrigerators, plastic bags, caves).

9. Demonstrate care of minor injury. Discuss importance of adult guidance and reporting all injuries no matter how small.

10. Make holders for scissors, needles and other sharp tools. (Paint spools, corks, etc.) Practice the correct use of hammer, saw, screwdriver.

11. Make map of neighborhood showing safe places for play and recreation.

12. Discuss water and boat safety.

13. Demonstrate how to act in case of a home fire (getting out of building, alternate routes, getting brothers and sisters out, getting adult help, calling fire department).

14. Demonstrate how to roll up in blanket if on fire.

15. Discuss why an adult should always be present when they are near an open fire.

16. Demonstrate making a fire extinguisher by putting vinegar in a bottle, adding a small amount of baking soda, which has been wrapped in tissue - put in a stopper (rubber) with a pipette in bottle, turn upside down, and aim mixture into a pail or sink.

17. Demonstrate out-of-doors how to build a fire with wood and matches, demonstrate how to put it out with dirt, sand, water, and blanket. Discuss how to light matches; danger in using kerosene or gasoline to start fire.

18. Discuss the safe use of candles at celebrations. (Include sparklers, blasting caps; etc.) Discuss holiday safety tips at appropriate times of the year. Have children develop bulletin board display illustrating these points.

19. Visit a fire house.

20. Visit the scene of a recent fire in the neighborhood.

21. Discuss behavior during a school fire drill.

22. Make receptacles for matches.

23. Conduct simple experiments to show flammability of materials and effects of draft on fire.

24. Demonstrate that a rubber-backed rug will not slip as easily as one that is not rubber-backed.

25. Discuss what could be results of skates, pencils, marbles left on stairs or floors.

26. Demonstrate the difference in slipperiness of a dry and wet basin to show hazards of tub and shower.

27. Have children make a collection of magazine pictures to be used in a chart depicting household products which may be dangerous; assemble pictures by rooms in a house (bathroom, laundry, etc.).

28. Make a display of plants to avoid (pictures or illustrations). Survey local neighborhood to see how many grow in your area; discuss eating strange berries.

Some common poisonous plants include:

Bulbs of:	hyacinth
	narcissus
	daffodils
	autumn crocus
	Star-of-Bethlehem
Leaves of:	poinsettas
	lilies of the valley
	rhubarb
	oleander
	Bleeding Heart
Berries of:	mistletoe
	Daphne
	Yews
	Jessamine
All parts of:	laurels
	elderberry
	buttercups
	rhododendrum
	azaleas
	Jack-in-the-pulpit

29. Discuss poison symbol. Construct cabinet made of heavy paper, place in it drawings of all things that may be poison. Discuss taking medicine.

30. Make a display of poisonous animals and insects.

31. Discuss simple safety rules regarding electric light cords, sockets, and use of small appliances.

32. Discuss danger of turning on lights or touching electrical appliances when hands or feet are wet.

33. Discuss electrical storm hazards.

34. Have children make drawings of every room in house to show people in act of having accident.

35. Make up safety slogans.

36. Discuss horseplay in any situation.

37. Bring an electric train to school and demonstrate proper use. Discuss safe use of transformer.

38. Demonstrate static electricity (walking on wool carpet, combing hair, stroking cat's fur, etc.).

39. Develop a chart "code of conduct" made by the class after a discussion of individual responsibility in accident prevention (following rules, informing teacher when equipment is worn or broken, etc.). Evaluate.

40. Discuss what to do if an accident happens at school when there is no adult present.

41. Dramatize how the lack of courtesy may cause confusion and danger on stairs, at drinking fountain, etc., and cause others to have accidents. Evaluate.

42. Use creative writing, puppet demonstrations and flannel board characters to develop the idea of respect for others' safety.

43. Discuss meaning of courtesy in relation to concern for the other person and safety for others. (No tripping, shoving, etc.)

44. Have children make posters showing do's and don't's of good housekeeping practices of what happens when floor is not tidy and clean, etc. Evaluate.

45. Have children make pictures of patrol boy doing his job. Discuss why they need to be obeyed.

46. Discuss reasons for laws and regulations regarding safety and the need to follow them.

47. Have children make a "Be Careful" scrapbook with pictures of hazardous situations or places. Also use pictures of people doing dangerous things or using dangerous objects.

48. Prepare a list of safety rules for use when riding the school bus; or dramatize by arranging chairs to represent school bus. Show correct way of boarding, riding, leaving, and crossing in front of bus. Include emergency evacuation.

49. Have children make posters of school bus rules; street signs; how to cross streets correctly. Prepare posters in art class for the National Safety Poster Contest sponsored by the AAA.

50. Walk around the school neighborhood to learn location of traffic signs.

51. Discuss safety problems encountered while going to and from school. Include meaning of safety signs - danger, stop, slow, school, railroad, etc.

52. Make traffic signal box (milk carton covered with paper with appropriate colors). Mount on stick and play traffic games.

53. Set up traffic situations and illustrate rules for pedestrians. Invite a policeman to visit class to help with discussion.

54. Make list or booklet of animals they may encounter on way to school; how and when they could be dangerous, what to do if bitten.

55. Discuss why pupils should not talk to strangers or accept anything from them.

56. Establish rules of what they should do when approached by strangers.

57. Draw or mark off a street on classroom floor, use toy cars to demonstrate dangers of walking out between parked cars, stepping off curbs without looking and turning cars, especially righthand turns.

58. Have children make posters showing dangers of jaywalking. Evaluate.

59. Discuss car passenger safety (seat belts; do not disturb the driver).

60. Have a member of a snowmobile club visit class to discuss safety pointers.

61. Darken room and have pupils dressed in various colored clothing walk in front of room. Be sure to have one pupil wear white. Discuss which colors are more easily seen and the correct way to walk along streets or highways that do not have sidewalks.

62. Write short stories on "How to be a Good Pedestrian."

63. Make a series of charts or graphs showing the number and kinds of pedestrian accidents in the local community, New York State or nation.

64. Discuss how behavior should be adjusted to meet unexpected weather hazards.

65. Invite a fireman to explain why we have fire drills. Have actual practice of both fire and civil defense drills. Select alternate routes from class, lunchroom, lavatories. Correlate with national fire prevention week. Demonstrate how to extinguish burning clothing.

66. Schedule visit to fire station with fireman or chief.

67. Interview policeman, nurse, bus driver, school patrol members, etc., about their help in safety.

68. Invite the head of the physical education department to discuss and demonstrate safety on the playground and in the gymnasium.

69. Visit nurse's office to find out how children who are injuried are helped.

70. Dramatize "lost child game;" one child is lost and another is policeman. (Each child review home address, telephone number, and name. Learn how to use phone.)

71. Demonstrate how to use slides, swings, teeter-totters, etc.

72. Demonstrate typical safe play situations and those containing common accident hazards.

73. Emphasize falling and running hazards.

74. Plan safe games for playground use.

75. Learn proper and safe use of equipment, materials, such as scissors, tricycle, blocks, wagon, lunch trays.

76. Visit bicycle rack and discuss safety for both riders and pedestrians.

77. Make a list of the wheeled vehicles the children own. Discuss where they may be used safely. (Skateboards, scooters, roller skates, etc.)

78. Make charts showing how left and right change as direction changes; correlate it to behavior in halls and on stairs.

79. Demonstrate how to walk up and down stairs; one step at a time; opening doors; controlled rate of walking; going around corners; staying to the right, etc.

80. Demonstrate entering and leaving building (avoid pushing, shoving, tripping, single file, doors properly opened, shoes tied, hats off eyes, etc.).

81. Demonstrate conduct and courtesy in use of drinking fountain, lavatory.

82. Draw or paint safety posters and illustrations.

83. Make a safety scrapbook with children's drawings and/or pictures out out of magazines and newspapers.

84. Make puppets and plan a puppet show on "safety."

85. Put on dramatic play showing safe way of doing things for other classes or parents to see.

RESOURCES

Books:

Bicycle Songs of Safety, Jill and Lawrence Grossman; Holt, Rinehart and Winston, Inc., 1964, 784
G

Safety Action; Traffic and Pedestrian Safety. A Guide for Teachers in the Elementary Schools, ERIC, Ed 051 164, Delaware State Department of Public Instruction, Dover; Department of Transportation, Washington, D.C., EDRS Price MF-$0.65, HC-$3.29

School Pedestrian Safety, SCOPE, P.O. Box 254, Oakdale, New York 11769
Price: $8.50

Films:

Fire: Sound the Alarm, BOCES #831-364, 11 minutes

In Case of Fire: BOCES #842-24, 20 minutes

Meeting Strangers: Red Light, Green Light, BOCES #832-98, 20 minutes

Our Community, BOCES #841-33, 12 minutes

Primary Safety: On the Way to School, BOCES #831-378, 11 minutes

Safest Way, The, BOCES #842-53, 20 minutes

Safety Adventures Out of Doors, BOCES #831-174, 11 minutes